

**CORE CURRICULUM AND MINIMUM ACADEMIC STANDARDS FOR THE
NIGERIAN UNIVERSITY SYSTEM
(CCMAS)**

FOR

MODERN EUROPEAN LANGUAGES (RUSSIAN)

NATIONAL UNIVERSITIES COMMISSION (NUC) CCMAS FOR 100 LEVEL (B. A RUSSIAN)

Overview

The Russian language programme is meant to train high level specialist in Russian, building the students' proper foundation in the area of Russian language. It will make the students to have sufficient knowledge and skill in Russian, facilitate the flow of verbal communication. It is designed to help the students in developing their linguistic skills and become proficient in the use of Russian language. The students who successfully complete the degree programme are expected to cater for the man-power need of the country.

The programme will not only help to promote the study of Russian in Nigerian universities, but will also give more strength to the cordial and bilateral relation existing between Nigeria and Russia.

Philosophy

The B.A. programme in Russian language is designed to produce highly competent and qualified graduates in Russian language, and literature as well as translation. Graduates who will be capable of assuming roles in the teaching and researching in the different national literatures written in Russian. This unique focus has led the program to form strong academic partnerships with the foreign countries whose language we are teaching/learning. Students after graduation, are expected to possess enough potential and a wealth of knowledge and linguistic skills that will make them marketable and prepared to face the challenges of the twenty-first century.

Objectives

The chief aim of the programme is:

1. to produce graduates that are able to contribute meaningfully to the building of African economic community and the world at large.
2. equipped for leadership positions in the areas of international cultural exchanges.
3. to produce graduates, professionals capable of communicating effectively in Russian.
4. help in developing the students' skill and proficiencies in writing excellent essays in any examination.
5. have sufficient knowledge and skill in Russian; facilitate the flow of verbal communication, to face the challenges of the 21st century.

Unique Features of the Programme

The Russian language has the quality of being one of its kind, an extra-ordinary, and a strange foreign language studied in Nigeria universities. The Russian language programme is unique. It is an exotic language in Nigeria. Its uniqueness can be seen from the fact that our students are multi linguals and multicultural individuals. They speak a language that is not common and they can feature anywhere as they are rich in foreign culture.

1. It is designed to demonstrate that language is a resource much like natural resources, an aspect of the culture industry, relevant to socioeconomic development. Consequently, it will create a shift in students' orientation, attitudes and the practice of Russian while at the same time catalyzing the sustenance of Language as human heritage.
2. A practical oriented Russian degree Programme, with emphasis on Translation, Practical Writing, Creative Writing and Entrepreneurial Russian and the marketing of their products.

Integration of technology in the delivery process of the Russian degree programme and Practical Exposure to the use of e-learning to aid Russian language comprehension.

Employability Skills

We are training our students in such a way that they can be self-employed, despite the fact that they can be employed to teach the Russian language in Nigerian universities where the language is offered, they can work as translators and interpreters in international organizations, they can also work with the ministry of internal/external affairs, they are also very useful in oil and gas sector as Russia is one of the largest producer of oil and Gas (Russian Gas-prom is in Nigeria). The graduate of Russian will possess employable skills in the following fields:

1. teaching
2. international research
3. translation/interpretation
4. bilingual secretarial services
5. bilingual journalism
6. bilingual publicity
7. diplomacy
8. international tourism
9. international communication
10. aviation industry
11. security services
12. hospitality/entertainment industry

The various programmes of the Department will equip students for careers in translation and interpretation, journalism, banking publishing, civil and diplomatic service tourist industry, oil and gas industry, teaching in public/private institutions. Others are strategic leadership positions in international organizations like Economic community of West African States (ECOWAS) African Union (AU) United Nations (UN) World Health Organisation (WHO) organization of oil Exporting Countries (OPEC) United Nations Educational Scientific and Cultural Organisation (UNESCO) etc.

21st Century Skills

The Russian language curriculum programme is designed to suit the yearnings of the 21st century entrepreneurial potentials. The skills are:

Digital Literacy

Our students are all computer literate. ICT programme should be a serious business in our department. Data should be provided and serious students to make proper use of it in the study of foreign languages.

Creativity

Most of our students are creative in nature some with creative personalities can endeavour to making compilation of Igbo, Yoruba, Hausa, English and Russian dictionary, they can make comparisons of English, Russian and Igbo idiomatic expressions, proverbs and words of wisdom for example.

Critical Thinking

Language as a social science has always prepared the students to develop critical thinking hence they are exposed to many areas of life. As linguists a good number of them specialize in literary criticism, to restrain the evolution of literature work.

Communication Skill

The most important aspect of language is the ability to communicate. Our students are well prepared and they should be fluent, and proficient users of the Russian language. They make contacts and communicate with the native speakers online and they travel to the states of the former Soviet Union for their year abroad programme.

Information Literacy

As our students interact with the native speakers online, they acquire all the necessary potentials like information literacy etc. they should watch Russian films, listen to their radio and watch Russian television.

Digital Citizenship

Globalization has made every individual digital compliant especially the youths. Our students have followed the band wagon. We are all digitalized hence we possess the digital citizenship. **Team Work**

Our students work together, share their experiences and ideas and make impacts on one another, we do exchange programmes, Teachers go to Russia, Ukraine, Belarus etc to update their knowledge of the Russian language, students also go for the year abroad immersion program. We also invite other specialist to come and teach the language in our university inform of sabbatical leave programme we also attend conferences both national and international and we exchange knowledge and ideas.

Flexibility

We exchange programmes, we invite other teachers on special academic programmes, write journal articles together, attend international and national conferences and exchange ideas that has to do with the development of our careers.

Admission and Graduation Requirements

Admission Requirements

Four-year Degree Programme

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language and Literature in English at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the

Advanced Level.

A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and Literature in English.

Graduation Requirements

The admitted students graduate after four years of intensive study in the university. After the second year they are required to travel to Russian or other states of the former USSR, for the year abroad programme (immersion programme). This is one of the prerequisites for graduation. Owing to the covid-19 outbreak, the embassies are refusing entry visas the department should make alternative arrangement within the university for the immersion programme for the 300 level students. In final year, the students are required to give their exam write projects on a carefully selected topic, with a supervisor. The services of an external examiner is also needed. After completion the student will defend the project before the award of a degree certificate (B.A. honours).

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	-
GST 112	Nigerian Peoples and Culture	2	C	30	-
RUS 111	Russian Grammar I	2	C	30	-
RUS 121	Introduction to composition in Russian I	2	C	30	-
RUS 131	Reading in Russian I	2	C	30	-
RUS 112	Russian Grammar II	2	C	30	-
RUS 122	Introduction to Composition in Russian II	2	C	30	-
RUS 132	Reading in Russian II	2	C	30	-
RUS 162	Russian phonetics	2	C	30	-
RUS 164	Oral Russian II	2	C	30	-
	Total	20			

RUS 111: Russian Grammar I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain various parts of speech; and
2. decipher the syntactical functions of such aspects.

Course Content

A study of Russian grammar and syntax with the aim of preparing students for Russian grammatical rules, composition and translation courses.

RUS 112: Russian Grammar II**(2 Units C: LH 30)****Learning Outcome**

At the end of these courses, students should be able to:

1. identify the most important aspects of the grammatical rules; and
2. identify sentence structure and patterns.

Course Contents

A continuation of RUS III. Study of standard Russian grammar and syntax. Analysis of standard Russian structures.

RUS 121: Introduction to Russian Composition I (2 Units C: LH 30)**Learning Outcomes**

At the end of these courses, students should be able to:

1. focus on topic for proper understanding;
2. discuss different types of comprehension passages;
3. build logical reasoning and competence skills in writing;
4. compose a well-defined incident or series of related incidents;
5. use precise language and specific details, appropriately;
6. justify the correct use of figurative language to promote writing;
7. describe with different documentation styles; and
8. demonstrate high-quality of creative writing skills.

Content Contents

The course is designed to introduce students to the basic techniques of composition in Russian. Emphasis is on free composition on selected topic.

RUS 122: Introduction to Russian Composition II (2 Units C: LH 30)**Learning Outcomes**

At the end of these courses students should be able to:

1. integrate language skills;
2. expose to composition writing in Russian;
3. be able to translate from Russian into English;
4. translate from English into Russian; and
5. analyse simple sentence structures in Russian.

Course Contents

The course is a continuation of RUS 121 and involves the study of the syntax and usage of modern Russian in essay writing, with emphasis on narrations.

RUS 131: Readings in Russian I**(2 Units C: LH 30)****Learning Outcomes**

At the end of these courses, students should be able to:

1. acquire improved reading and comprehension skills.
2. read and understand everyday russian in newspapers, academic materials and literature.
3. read and understand russian characters with more ease and speed.

Course Contents

Study of Russian texts selected from different media, including Internet, social and cultural milieu, newspapers, journals and magazines, introducing students to varieties of written Russian.

RUS 132: Readings in Russian II

(2 Units C: LH 30)

Learning Outcomes

At the end of these courses, students should be able to:

1. understand written texts and passages in Russian.
2. fluent in reading texts selected from different media, including internet, social and cultural ethics, newspapers magazines etc.

Course Contents

A continuation of RUS 131 at a more advanced level using selected texts from Russian and soviet authors and a number of technical texts. Study of Russian texts selected from different media, including Internet, social and cultural milieu, newspapers, journals and magazines, introducing students to varieties of written Russian.

RUS 164: Oral Russian II

(2 Units C- LH 30)

Learning outcomes

At end of these courses students are expected to:

1. be good in debates and conversational interactions designed to encourage oral participation;
2. master laboratory exercise and practical phonetics;
3. be fluent in spoken Russian; and,
4. engage in conversational interaction with other russian speakers.

Course Content

This is a continuation of RUS 161. Student shall be required to identify and differentiate more complex sounds and transcribe higher levels of phonetic symbols.

**UNIVERSITY OF IBADAN
FACULTY OF ARTS
DEPARTMENT OF EUROPEAN STUDIES**

30% CCMAS COURSES FOR B.A. RUSSIAN STUDIES, UI-RUS

100 LEVEL

UI-RUS 101 Peoples and Geography of Contemporary Europe (2 Units; Elective; LH=30)

Senate Approved Relevance

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” This is because the course on *Peoples and Geography of Europe* will enable students to acquire cultural awareness through the knowledge of the various peoples and regions of contemporary Europe including their cultural and regional uniqueness. These knowledge and awareness build transferable cultural competence that will be important to global interconnections at various levels of critical interaction be it personal, group, state, others. Thus the course contributes to the efforts of the University to meet the needs of the immediate and larger society and the global village by producing graduates who are “worthy in character and sound judgment.”

Overview

Europe is the closest continental neighbour to Africa and has wielded the most influence on African culture(s) and African affairs. It is only logical that we in Africa are equally knowledgeable of these people and cultures that have so impacted us. This course will focus on linkages between modern Europe, a survey of its human geography and regional groupings and the various cultural or national identities involved in intra-European relations. Issues of identity will include brief overviews of history, politics, society, languages, religion and culture. What constitutes the major characteristics of identity of a particular country or region or cultural grouping. This course will be enhanced and augmented by viewing and discussing some films on European peoples, settlements and lifestyles.

Objectives

The objectives of the course include:

- i. creating awareness to European ethnocultural identities with emphasis on the French, Germans and Russians
- ii. enhancing understanding of the geographical groupings of European peoples
- iii. explaining the relationship between geography and culture
- iv. enhancing contrastive and intercultural awareness of differences between European and African/Nigerian cultures

Learning Outcomes

On the successful completion of this course, students should be able to:

- i. identify particular European cultures and ethnocultural groupings
- ii. discuss logically what 'European identity' is, what 'European culture' is, and when and why each of them can be referred to in the singular or the plural (cultures, identities).
- iii. demonstrate understanding of the relationship between geography and culture
- iv. list some similarities and differences between European and African/Nigerian cultures

Content:

Content includes: General Geographical facts of Europe, European peoples' migrations and settlements; European peoples by Ethno-cultural groupings(Slavic Europe; Germania; Romance, the Celts, the Balts, Greeks, Albanians, and Finno-Ugric, others); European peoples by geographical groupings(**Northern** - Denmark, Estonia, Finland, Iceland, Ireland, Latvia, Lithuania, Norway, Sweden, United Kingdom; Western – Austria, France, Germany, the Netherlands, and Switzerland; Eastern – Belarus, Bulgaria, Czech Republic, Hungary, Moldova, Poland, Romania, Russia, Slovakia, Ukraine; Southern – Albania, Andorra, Bosnia and Herzegovina, Croatia, Cyprus, Gibraltar, Greece, Italy, Kosovo, Malta, Montenegro, North Macedonia, Portugal, San Marino, Serbia, Slovenia, Spain, Turkey, Vatican City); European peoples by sub regional cultures and political groupings(The Scandinavians, The Baltics, The Balkans/South-East Europe, the Iberians, others).

Minimum Academic Standards

Relevant books on European peoples and cultures, maps, relevant Films on European peoples and settlements, resource room with Audio-visual equipments.

UI-RUS 133 Introduction to Russian History (2 Units; Elective; L=30).**Senate-Approved relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world class institution for academic excellence geared towards meeting societal needs' That is, this course on the early Russian history will contribute immensely to the university's efforts to meet the need of the immediate and larger society to imbibe the knowledge of national cohesion and skills of nation building. Also, the course will contribute towards the mission of the university which goes thus: 'To contribute to the transformation of society through creativity and innovation' the course is highly innovative because it will enhance the students' skills in nation building and competence in governance.

Overview

The course familiarises students with genealogy of the Russian people (Old Russian state), the Eastern Slav, their economic and political life between the 9th and 13th centuries. This includes the process that led to the formation of the Russian state. The enthronement of Rurik dynasty and the successive monarchs till the end of the 13th century

Objectives

The objectives of the course are as follows:

- i. To describe who are the people known today as Russians
- ii. To describe and discuss the beginning of the existence of Russia as a state
- iii. To identify and discuss their early belief system and economic life

- iv. To discuss the nature of their cooperate coexistence before and after the emergency of what later came to be known as Rurik dynasty
- v. To identify and discuss the personalities and peculiarities of successive monarch from the 10th to 13th century Russia

Learning Outcomes

Students should be able to

- i. describe who are the people known today as Russians
- ii. describe and discuss the beginning of the existence of Russia as a state
- iii. identify and discuss early belief system in Russia and their economic life
- iv. discuss the nature of the inter clan relationship before and after the emergency of what later came to be known as the Rurik dynasty
- v. identify and discuss the personalities, peculiarities and achievements of the successive monarch from the 10th to 13th century Russia

Course Contents

The course contents is as follows:

The invitation of the Scandinavian Rurik and the formation of his administration over Rusland, (Grand Prince- Княжество) the style of life of the natives including their belief system and economic activities, the relationships between the nobles and the peasants, Peculiarities of their dressing culture and cuisine

Minimum academic standard

The Rus and its cultural peculiarities

The typology of Grand-prince hood.

Students are required to write a term paper at the end of the semester. This paper is to center on the form, structure, means of livelihood and the early belief system of the early Russian people

UI-RUS 134 Formation of the Russian State (Russia XIV-XVI centuries) (2 Units; Elective; LH=30).

Senate-Approved relevance

This course is relevant to the overall vision of the University of Ibadan, ‘To be a world class institution for academic excellence geared towards meeting societal needs’ That is, this course on the formation of the Russian state will contribute immensely to the university’s efforts to meet the need of the immediate and larger society to imbibe the knowledge of national cohesion and skills on nation building. Also, the course will contribute towards the mission of the university which goes thus: ‘To contribute to the transformation of society through creativity and innovation’ the course is highly innovative because it will enhance the students’ skills in nation building and competence in governance.

Overview

Russia is one of the world super powers. A multi ethnic society that is situated in-between two continents of Europe and Asia which explains why it is being described as Euro-Asian country. The course focuses on the formation of the Russian state. It commences from the middle of the XIV to the third half of the XVI century. It discusses the invasion of Russia by the Tartars and the Mongols and subsequent colonization of Russia between 1240-1480. Examination the fight and the conquest of the Golden horde by Ivan Kalita known as Ivan the III and his policy of Centralization of governance in Russia. It stretches to the Era of Ivan Grozny also known as Ivan the Great and the consolidation of governance in Russia. This course shall also discuss the internal and external politics of Russia during this period as well as the culture of Russia during this era.

Objectives

The objectives of the course are as follows:

Expose the students to the beginning of feudal system in Russia

- i. Describe the social structure of the communities that were later annexed together to form Russian state
- ii. Discuss the invasion of the old Russia by the Tartars and the Mongols (The Golden Horde)
- iii. Discuss the fight against the Golden Horde and the Liberation of Russia
- iv. Discuss the effects of the colonization period (1242-1480)
- v. Discuss the culture of Russia (XIV-XVI centuries)
- vi. Discuss the internal and external politics of Russia during this period
- vii. Discuss Russian society under Ivan the III
- viii. Discuss Russian Society under Ivan the great

Learning Outcomes

At the end of the course students are expected to

- i. be exposed to the beginning of feudal system in Russia
- ii. describe the social structure of the communities that were later annexed together to form Russian state
- iii. discuss the events that led to the invasion of the old Russia by the Tartars and the Mongols (The Golden Horde) and its effect on the Russian society
- iv. discuss the fight against the Golden Horde and the Liberation of Russia
- v. discuss the effects of the colonization period (1242-1480) on the Golden Horde
- vi. discuss the culture of Russia between the XIV-XVI centuries
- vii. discuss the internal and external politics of Russia during this period

- viii. discuss Russian society under Ivan the III
- ix. discuss Russian Society under Ivan the great

Course Contents

Russian between the XIV-XVII Centuries, Feudal system in Russia, The practice of serfdom, The era of autocracy, (The Moscow Tsarism and Petersburg Imperialism)

Minimum academic standard

Grand-prince hood, Moscow autocracy and Saint Petersburg imperialism

UI-RUS 165 Early Russian Literature (2 Units Elective; LH=30)

Senate-Approved Relevance

This course is relevant to the overall vision of the University of Ibadan, ‘To be a world-class institution for academic excellence geared towards meeting societal needs.’ That is, this course on Early Russian literature, the epochs expressed in folk poetry (9 – 14th Century). Early Russian Literature will contribute immensely to the university’s efforts to meet the need of the immediate and larger society to imbibe the culture and skills of employing Russian literature reconnecting past events with the present in projecting viable solutions to future events. Also, the course will contribute towards the mission of the university which goes thus: ‘To contribute to the transformation of society through creativity and innovation.’ The course is highly innovative because it will enhance the students’ skills in Russian literature to provide literary, analytical and comparative analysis of literature in solving problems in the modern day world.

Overview

The importance of literature in every society cannot be over emphasized. Apart from connecting every individual in human society with a source, that is, the origin, literature plays an important role in identity formation and inclination. A living society is the one whose heritages are original, with memories of heroic adventures and cultural relevance. The involvement of Russia in the global scene over the years, the significance of the Russian language as one of the six official languages of the United Nations (UN), among others, has necessitated the choice of Russian Studies as a programme of academic exercise in very many universities in countries across the globe, including Nigeria. As an integral part, the knowledge of Russian literature becomes very necessary. Therefore, this course dwells on the nature of Russian literature. The epochs expressed in folk poetry (9 – 14th Century), among others are studied. The course, therefore, examines the Russian literature from the 9th Century, a period considered to be when it was conceived.

Objectives

The objectives of the course are as follows, to:

- i. describe an in depth overview of Russian literature from 9 -14th Century;
- ii. understand the early stages of Russian literature;
- iii. understand the metamorphosis of Russian literature;

Learning Outcomes

On completion of the course, students should be able to:

- i. Vividly discuss Russian literature from 9 to 14th;
- ii. Describe, in detail, the growth of Russian literature;

Course Contents

The course contents are as follows:

An examination of early Russia's literature from 9 – 14th Century. The initial form Russian literature took and in depth analysis of its connection with Orthodox Christianity.

Minimum Academic Standards

The department should possess a reasonable number of equipment class rooms, with chairs and tables for the students and the teacher, film projector etc.

Staffing

The Russian section should have a minimum of ten students per teaching staff, with their offices equipped with chairs, tables fans, air conditioners, Refrigerator, book shelf, white boards etc.

The H.O.D's office should be equipped with TV- set, Refrigerator, fan, bookshelf, chairs table, photocopier, computers. Radio, public address system etc.

The department to have large seminar rooms, with fans, public address system, TV- set etc.

Library

The department to have a big library well equipped with standard book in modern European languages. Plus the ultra-modern university library with the latest e-learning equipment. The students should make use of the departmental library and the university library.

Classroom

Five big classrooms where the students take their lectures in accordance with the academic time table. The classrooms to be equipped with chairs, reading-tables, fans, Smart boards, white boards for writing and film/slid boards.

The department should have a big workshop where office equipment and other necessary things are stored. The academic staff should organize workshop and seminar from time to time to up-date their knowledge on modern innovations.

Space

There should be adequate spacing to cater for the needs of the department which should include at least the following: an office for H.O.D and office per lecturer, a department

conference room and a staff common room (general office) for the non-academic staff depending on their numbers and duties.

There should be adequate classroom spaces for the departmental courses and at least one large theatre to fit 500 students.

The NUC guidelines are as follows:

H.o.D and each professor	18.5m ²
Other academic staff	13.5m ²
Other series staff	13.5m ²
Research space allowance	16.5 m ² /member of staff.
Classroom space	0.7 m ² /student.
Other department, office and storage space	0.7 m ² /students.
Seminar room	0.2 m ² /student.
Workshop	7.5 m ² /student.

The Language Laboratory

The department should possess a big modern language laboratory where students go for their practical language. They make use of what Russians call lingua phone cabinet, where they put in their ear phone to listen to native speakers. They also listen to recorded speeches and also watch films, and make use of the available computers