

ELP103.xxxx Intermediate Polish 1 (Interm Polish 1)

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<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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Instructor's Information

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Office Hours: xxx
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELP102 Elementary Polish 2. The purpose of the course is to help students build functional language proficiency and increase their ability to communicate in Polish with confidence and ease. This course is taught mostly in Polish.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELP102 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues. In this Pathways course, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- explain the meanings of edited contemporary articles in Polish;
- write brief well-structured compositions in Polish, demonstrating command of organizational skills, grammar, syntax and vocabulary;
- describe orally in Polish current events and/or career-related topics evincing phonological and syntactic control of Polish;
- identify career options where knowledge of Polish is useful and be able to gauge the level of mastery needed;
- present research on aspects of Polish culture in Polish.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Bielec, D. (2004). Intermediate Polish. Routledge, New York, NY. Course: ELP103; Price \$xx.xx.

Grades: Your final grade will be determined based on the following evaluation points.

Midterm 20%

Final exam 20%

Quizzes (4 quizzes x 5) 20%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 20%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

Weekly schedule (subject to change)
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Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Lekcja 1 'Imieniny' (names day): popular names and name day dates The imperative The verb 'zyczyć'
Week 2 [Insert DATE]	Week 2 Lekcja 2 'Mieszkanie' (apartment) Ordinal numbers; expressing time & hour Lab 1: 1% Homework 1: 1%
Week 3 [Insert DATE]	Week 3 Lekcja 3 'Zycie codzienne' (every day life) Conjugation of verbs 'powinien' (should) Giving advice Quiz 1: 5% Lab 2:1% Homework 2:1%
Week 4 [Insert DATE]	Week 4 Lekcja 4 'Odzież męska i damska' (clothing) Forms 'nie ma', 'nie było', 'nie będzie' Case: the dative Expressing concern and worry Lab 3:1% Homework 3: 1%
Week 5 [Insert DATE]	Week 5 Lekcja 5 'Począta, listy i przesyłki' (letters & packages)

	<p>Future tense of perfective and imperfective verbs</p> <p>Expressions 'za rok' & 'rok temu'</p> <p>Writing letters; expressing hope</p> <p>Quiz 2: 5%</p> <p>Lab 4:1%</p> <p>Homework 4:1%</p>
Week 6 [Insert DATE]	<p>Week 6 Lekcja 6</p> <p>'Srodki transportu' (transportation)</p> <p>Adjectives of comparison</p> <p>Expression 'coraz'</p> <p>Lab 5:1%</p> <p>Homework 5:1%</p> <p>Midterm: 20%</p>
Week 7 [Insert DATE]	<p>Week 7 Lekcja 7</p> <p>'Polska--mapa geograficzna' (the map of Poland)</p> <p>Use of prepositions with cases</p> <p>Complex sentences</p> <p>Lab 6: 1%</p> <p>Homework 6:1%</p>
Week 8 [Insert DATE]	<p>Week 8 Lekcja 8</p> <p>'Człowiek--budowa ciała' (human body)</p> <p>Combining modal verbs with infinitives</p> <p>Asking permission ('czy mogę' & 'czy można')</p> <p>Quiz 3: 5%</p> <p>Lab 7: 1%</p> <p>Homework7: 1%</p>
Week 9 [Insert DATE]	<p>Week 9 Lekcja 9</p> <p>'Europa' (Europe)</p> <p>The European Union</p> <p>The conditional mood</p> <p>Lab 8: 1%</p> <p>Homework 8: 1%</p>
Week 10 [Insert DATE]	<p>Week 10 Lekcja 10</p> <p>'Mieszkanie--łazienka' (apartment: bathroom)</p> <p>Case: the dative</p> <p>Declension of 'tydzień' (week) & 'rok' (year)</p> <p>Quiz 4: 5%</p> <p>Lab 9: 1%</p>

	Homework 9:1%
Week 11 [Insert DATE]	Week 11 Lekcja 11 'Mieszkanie--kuchnia' (apartment: kitchen) Case: the genitive Question 'ile' (how much) Lab 10: 1% Homework 10: 1%
Week 12 [Insert DATE]	Week 12 Lekcja 12 'Biblioteka i czytelnia' (library) Case: the vocative Declension of foreign names Polish Cities:
Final [Insert DATE]	Week 13 Final exam: 20%

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy

and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded.” (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).