

COURSE SYLLABUS

Elementary Czech&Culture

CZE 100

Fall 2021

Monday and Wednesday, 9:30 – 11:00



Instructor: Mgr. Ivana Štěpánková

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Consultation hours: Wednesday by appointment

Semester Credits	3	Language of Instruction	English
ECTS		Level	Introductory
Length	15 weeks	Pre-requisites	None
Contact hours	60 hours	Course type	Elective

1. Course Description

Czech 100 aims at providing an essential understanding and usage of the Czech language. Its main stress will be on establishing a solid base for the students' effective performance in the language. At the same time the course aims at stimulating students to interact creatively in a new language environment and develop their own approach towards the language. It includes reflecting on readings.

2. Student Learning Outcomes

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

- Explore the sounds of a new language and their patterns and master correct pronunciation of local names and Czech texts in general
- Engage in elementary conversations, i.e. ask questions, give commands, seek information and describe the surroundings
- Acquire lexical supply focused on the exchange of personal information, shopping, ordering in a restaurant, asking directions, time arrangements life
- Apply communicative skills in the Czech language (grammar and vocabulary) at a beginner's level, selecting from appropriate language strategies when speaking, reading and listening.
- Summarize the language features and observations on the life in the Czech Republic

3. Course Materials

Required Materials

Čeština Expres A1/1, by Lída Holá and Pavla Bořilová

Online: materials available on the course website

Note: Two courses (textbooks A1/1 and A1/2) are needed to reach A1 level within the Common European Framework of Reference for Languages.

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Recommended materials

online: <http://www.radio.cz/english>

Great Stories in Czech history. Čornej. 2005. ISBN 9788072521111 (24612)

4. Teaching methodology

Teaching methods include discussion about language and Czech culture, conversation practice (speaking from notes or based on pictures, acting out a rehearsed role, spontaneous reactions to questions), reading & listening incl. comprehension exercises, quizzes, watching short videos.

The course is built around lively teacher student interaction. It combines theoretical explanations of grammar structures and lexical concepts with opportunities to practice in a friendly classroom environment.

It requires active participation, disciplined home preparation through reading assigned materials and doing grammatical exercises. Each student is obliged to research on one particular cultural topic, the results of which will be presented to the class.

5. Course Schedule

	GRAMMAR	COMMUNICATION+CULTURE	Assg. due
Week 1	Introductory Practicalities Czech sounds and the alphabet Formal & informal Czech	Functional structures: Jak se jmenujete? Odkud jste? Mluvíte anglicky? Communication skills: Greetings International Words in Czech Reading: FAQs about Czech	
Week 2	Verbs "to be","to do"/"to make" Personal pronouns Gender	Functional structures: Co je to? Kdo je to? Communication skills: Introducing oneself, Phone dialogue Vocabulary: Numerals I, Jobs and people Reading: Czech as a Slavic Language	Oral pres.
Week 3	Verb "to have" Adverbs of location/direction	Functional structures: Kde je? Kolik stojí? Communication skills: Asking directions Vocabulary: Numerals II Reading: St. Wenceslas	Oral pres.
Week 4	Verbs – conjugation II Adjectives and gender agreement	Travelling in a city Communication skills: Buying tickets Phrases with the verb "to have" Reading: The Spirit of Prague	Oral pres.
Week 5	Accusative case, i.e. direct object Verbs (irregular)	Functional structures: Co si dáte? Dáte si? Communication skills: Ordering in a restaurant Vocab: Meals and drinks Reading: Charles IV	Oral pres. Field trip
Week 6	Verb "to like" and its Czech equivalent	Functional structures: Máš rád/a ...? Communication skills: Likes and dislikes Vocab: Shopping Reading: First Republic (T.G.Masaryk)	Oral pres.
Week 7	Adjectives (cont.) Possessive pronouns	Vocab: Family Functional structures: Kolik ti je? Je mi... Reading: WW II and Assassination of Reinhard Heydrich	Oral pres.
Week 8	Review for the mid-term test+Practice test MID-TERM TEST		Oral pres.
Week	Mid-term BREAK		

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Week 10	Verbs III (-ovat) Dir. object: masculine animate	Communication skills: Description of a person Reading: Prague Spring 1968	Oral pres.
Week 11	Verb "to like" + noun Modal verbs	Vocab: My favourite places and others Reading: Václav Havel and November 1989	Oral pres.
Week 12	Time expressions	Functional structures: Kdy/V kolik hodin se sejdeme? Communication skills: Time arrangements Vocab: Days of the week, Calendar	Oral pres.
Week 13	Verb "to like" + verb	Communication skills: Making an appointment Vocab: (Leisure time) activities	Oral pres.
Week 14	Grammar and vocab consolidation		RP or TJ due
Week 15	Practice test + Final test		

Presentation areas

- Czech arts: cinematography
- Czech arts: music
- History of the Czech lands
(selected topics, i.e. First Republic + WW II or Communist Era + Velvet Revolution)
- Travelling around the Czech republic: regions, sites
- Czech economy, companies and products
- Václav Havel and his legacy
- Prague facts and sights
- Czech traditions, customs, holidays
- Czech cuisine
- Czech sports
- Czech personality (*musician, writer, scientist, thinker, ...*)

6. Course Requirements and Assessment

Attendance and class preparation, incl. written homework is mandatory.

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
Active in-class participation , home preparation	96		Comprehend and master basic communicative strategies of Czech speakers, develop elementary speaking and listening skills to deal with any foreign language, explore the sounds of a new language and their patterns, engage in elementary conversations	1,2,3 1=Critical Thinking 2=Effective Communication 3=Effective and Responsible Action
Presentation	6	15 %	Develop presentation skills and ability to explain the studied topic to peers, identify key issues of the chosen topic, acquire deeper knowledge of a subject in the selected area of interest	1,2,3
Mid-term test + Final test	20	40 % (2 x 20)		1,2,3

Quizzes	18	30 % (3 x 10)	Mastering of vocab, grammar, employing language structures, questions to reading materials	1,2,3
Response paper and worksheet on the given reading <i>Or</i> Travel Journal	10	15%	Understanding of the subject matter, demonstrating analytical and research skills.	1,3
TOTAL	150	100%		

7. Detailed description of the assignments

Midterm and Final tests

Assessment breakdown

Assessed area	Percentage
Demonstrating knowledge of concepts and essential issues, in writing	50
Applying acquired language skills	50
	100

Quizzes

Assessment breakdown

Assessed area	Percentage
Ability to use material covered, incl. texts for reading	50
Applying acquired language skills	50
	100

Presentation

Assessment breakdown

Assessed area	Percentage
Researching, collecting material and reviewing the draft following instructor's comments	50
Clear structure of the material	25
Presenting the topic, mastering the pronunciation	25
	100

Response paper incl. worksheet on the given reading

Assessment breakdown

Assessed area	Percentage
Manifesting one's understanding of the text	50
Clear and well-organized text	25
Analytical and research skills	25
	100

Attendance

Attendance and class preparation, incl. written homework, is highly recommended.

Absences may be excused by the Dean.

For detailed information about attendance policy see the Academic Codex.

Class participation

Students are regularly asked to participate in creative activities and language games or they are assigned tasks to complete and bring to class. HW is often checked. Interaction in the new language environment is encouraged and stories of such encounters are shared.

Response paper (RP): a reflection on class readings in **a two-page response paper (RP)** (typed, 2-page 1.5-spaced, font 12). The readings are complemented by a **Worksheet** relevant to the reading. Students read, research and respond to a given reading. By writing this RP the student manifests his understanding of the subject matter, demonstrates his analytical and research skills. Drawing on a previous or personal experience is appreciated.

Travel Journal (TJ)

represents an independent semester project in which students elaborate upon their readings of **Czech literature, history and the arts**, record daily observation on their life in the Czech Republic, compare their cultural background with the Czech environment, describe Czech sites and collect relevant cultural materials.

The journal is written in English but using Czech expressions is encouraged.

12 journal entries should be submitted via e-mail at the end of the semester.

Each entry should consist of **approx. 200 words**.

15 % is given to a Travel Journal that

- (1) takes account of in-class learning and readings, and goes beyond them;
- (2) builds Czech into the entries by **using Czech words, idioms and local names**;
- (3) reflects understanding of relevant topics and relates them to the student's life in Prague;
- (4) demonstrates vigorous personal input in recording and collecting relevant language and cultural materials;
- (5) reflects an active mind and creative thinking;
- (6) draws connections among classes and personal experiences.

10 % is given to a journal that

- (1) presents a solid record of assignments;
- (2) is well organized week by week and neat;
- (3) draws on classes, readings, trips and goes beyond them by integrating personal reflections.

5 % is given to a journal that is inconsistent in organization and presents materials carelessly and haphazardly.

Reading

Students are expected to read the assigned materials for the following class. Readings must be downloaded from the course website, but not necessarily printed. The knowledge of selected texts may be tested through quizzes.

Oral presentation

At the beginning of the course students choose a topic to present from the list offered by the instructor. The topics focus on various aspects of Czech culture or contemporary life in the Czech Republic. Students are asked to research the topic, to look up sources, to organize and structure them, and after all, to deliver the presentation in front of the class.

Students should prepare approx. 5-10minute presentation. **A draft should be consulted with the instructor no later than 2 days before the scheduled time of the presentation.**

The topic is **presented in English**, selected Czech vocabulary relevant to the topic is, however, delivered as well.

The student shall obtain 15 % for the presentation if he/she

- (1) reflects understanding of the selected topic,
- (2) demonstrates vigorous personal input in recording and collecting relevant language and cultural materials,
- (3) reflects an active mind and creative thinking,
- (4) provides a well-organized presentation which also involves the students' participation,
- (5) demonstrates correct pronunciation of the Czech vocabulary.

The failure to fulfil any task stated in the above-mentioned points may lower the total percentage by two percent.

7 General Requirements and School Policies

- All coursework is governed by AAU academic rules, and students are expected to maintain the highest standards of honesty and academic integrity in their work. All students are expected to be familiar with the AAU academic rules available in the Student Handbook.
- **Communication:** The university and lecturers will use only the student's university email address for communication. Students are responsible for checking their university email accounts regularly.
- **Attendance:** Mobile phones should be on silent; no calling or texting during class meetings (wait until the break).
- **Cheating and plagiarism:** AAU strictly enforces its policy against cheating and plagiarism. Full policy is available in the Student Handbook. Briefly: Cheating and plagiarism results in the failing grade from the assignment at minimum, it may lead to suspension from the university. To prevent any misunderstanding, plagiarism is defined:
PLAGIARISM – "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."
(Taken from the *Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993*)
Students with disabilities: Students with disabilities are asked to contact their lecturer as soon as possible to discuss reasonable accommodation.

8. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when:

Mgr. Ivana Štěpánková, June 2021.

Approved by and when:

School of Humanities and Social Sciences