

## COURSE SYLLABUS



# Elementary Czech

**Monday/Wednesday 9:00-11:00**

Instructor: Mgr. Ivana Štěpánková  
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Consultation Hours: Wed 11:00 – 11:30

<b>Semester Credits</b>	4	<b>Language of Instruction</b>	English
<b>ECTS</b>	8	<b>Level</b>	Introductory
<b>Length</b>	15 weeks	<b>Pre-requisites</b>	None
<b>Contact hours</b>	60 hours	<b>Course type</b>	Elective

### 1. Course Description

Elementary Czech aims at encouraging students to interact in a new language as well as giving them some insights into Czech life so that they can better understand the new cultural environment. The course focuses on everyday communication, introduces essential grammar rules and relevant topics of Czech Studies. It includes a field trip, Czech folk songs and a Czech feature film.

### 2. Student Learning Outcomes

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

- Explore the sounds of a new language and their patterns
- Engage in elementary conversations, i.e., ask questions, give commands, seek information and describe the surroundings
- Acquire lexical supply focused on the description of self and the immediate environment, and topics relevant to student life, studying abroad and life in the city
- Identify the basic features of the Czech language
- Comprehend and master basic communicative strategies of Czech speakers
- Outline the key events of Czech history and politics

### 3. Reading Materials

#### Required Materials

Textbook: Čeština Expres, by Lída Holá and Pavla Bořilová (to be bought at a local bookstore)

Online: materials available on the course website

#### Recommended materials

online:

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

library:

A brief history of the Czech lands to 2004. Čornej. 2000. ISBN 807252027(24608)

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

#### 4. Teaching methodology

The course is built around lively teacher student interaction. It combines theoretical explanations of grammar structures and lexical concepts with opportunities to practice newly mastered phrases in a friendly classroom environment and offers engaging opportunities to listen, read and speak.

The course also illustrates Czech cultural concepts through stories and conversations and draws on textual and visual materials, printed and online.

It requires active participation, disciplined home preparation through reading assigned materials and doing grammatical exercises with follow-up in-class analysis and discussion.

Each student is obliged to research on a particular cultural topic, the results of which will be presented to the class.

A field trip and film show are organized during the course.

#### 5. Course Schedule

	GRAMMAR	COMMUNICATION+CULTURE	Assg. due
Week 1	Introductory Practicalities Czech sounds and the alphabet Formal&informal Czech	<b>Functional structures:</b> Jak se jmenujete? Odkud jste? Mluvíte anglicky? <b>Communication skills:</b> Greetings <b>Reading:</b> <i>Czech as a Slavonic Language</i>	
Week 2	Verbs "to be", "to do"/"to make" Personal pronouns Gender	<b>Functional structures:</b> Co je to? Kdo je to? <b>Communication skills:</b> Introducing oneself, Phone dialogue <b>Vocabulary:</b> Numerals I Jobs and people International Words in Czech <b>Reading:</b> <i>FAQs about Czech</i>	
Week 3	Verb "to have" Adverbs of location/direction Verbs – conjugation II	<b>Functional structures:</b> Kde je? Kolik stojí? <b>Communication skills:</b> Asking directions, Buying tickets <b>Vocabulary:</b> Numerals II (cont.) Expressions with the verb "to have" Travelling in a city <b>Reading:</b> <i>Prague</i>	Oral Pres.
Week 4	Adjectives Gender agreement Accusative, i.e. direct object Verbs (irregular)	<b>Functional structures:</b> Co si dáte? Dáte si? <b>Communication skills:</b> Ordering in a restaurant <b>Vocab:</b> Meals and drinks <b>Reading:</b> <i>St. Wenceslas</i> (Field trip)	Oral pres.
Week 5	Accusative case (cont.) Verb "to like" and its Czech equivalents	<b>Functional structures:</b> Máš rád/a ...? Co máš rád/a? <b>Communication skills:</b> Likes and dislikes <b>Vocab:</b> Shopping	Oral pres.

		<b>Reading:</b> <i>Charles IV</i> (Field trip)	
Week 6	Adjectives (cont.) Possessive pronouns Verbs III (-ovat)	<b>Functional structures:</b> Kolik ti je? Je mi ... <b>Communication skills:</b> Description of a person <b>Vocab:</b> Family <b>Reading:</b> <i>First Republic</i>	Oral pres.
Week 7	Modal verbs Time expressions (with/without prepositions)	<b>Functional structures:</b> Kdy? V kolik hodin se sejdeme? <b>Communication skills:</b> Time arrangements, Making an appointment <b>Vocab:</b> Days of the week, Calendar <b>Reading:</b> <i>Sokol (tradition of Czech sport)</i>	Oral pres.
Week 8	Verb "to like" + noun Verb "to like" + verb	<b>Functional structures:</b> Rád/a cestuju, nerád/a vstávám <b>Communication skills:</b> Daily routine <b>Vocab:</b> Activities and events, Leisure time <b>Reading:</b> <i>Václav Havel</i>	Oral pres.
Week 9	Grammar and vocab consolidation Trial Mid-term test Mid-term test		Oral pres.
Week 10	<b>Mid-term break</b>		
Week 11	Past tense (+ gender) Verb "to know" and its Czech equivalents	<b>Functional structures:</b> Co dělal/a? Kde byl/a? <b>Communication skills:</b> Talking about famous people (in past) <b>Reading:</b> <i>Velvet Revolution</i>	Oral pres.
Week 12	Verb "to go" in past Other irregular verbs	<b>Functional structures:</b> Víš, kdo je...? Znáš Prahu? <b>Communication skills:</b> Preparing a quiz for the class	Oral pres.
Week 13	Grammar and vocab consolidation		
Week 14	Trial test Final test		Travel. Journ. DUE
Week 15	Czech Film, TBA Singing show		

## 6. Course Requirements and Assessment

**Attendance and class preparation, incl. written homework,** is mandatory, 2 unexcused absences are tolerated.

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
Attendance and Class Participation	150	10%	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	10	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	15	30 %		1,2,3
Quizzes	10	30 % (3 x 10)	Mastering vocab, grammar, employing language structures, questions to reading materials	1,2,3
Traveller's Journal	15	15%	Compare the characteristics of the Czech and English cultural universe	1,3
TOTAL	200	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

### In-class participation

#### Assessment breakdown

Assessed area	Percentage
Active participation and presence in class	50
Diligent preparation of materials for the class	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

## Traveller's Journal

### Assessment breakdown

Assessed area	Percentage
Writing comments on life in the Czech Republic, recording daily observations, collecting relevant cultural materials	50
Clear and well organized entries	25
Using examples of Czech words or idioms in context, writing local names in Czech	25
	100

### Attendance/in-class participation

Attendance and class preparation, incl. written homework, is mandatory, **2 unexcused absences are tolerated but each additional one lowers the grade by ½ point.**

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.

### 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 is tested through quizzes.

### Oral presentation

At the beginning of the course students choose a particular topic to present from the list offered by the instructor. The topics are focused 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 a 10 minute 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) reflect 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 lowers the total percentage by two percent.

**Traveller's Journal** represents an independent semester project in which students elaborate upon their readings of Czech literature, history and the arts, record daily observations, write about their life in Czech Rep., compare their cultural background with the Czech environment, draw Czech sites, and collect relevant cultural materials.

**13 journal entries** are required at the end of the semester.

The Journal is submitted via e-mail and graded at the end of the semester.

Each entry should consist of **approx. 150 words.**

**15 %** is given to a Traveler's 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 and idioms;**
- (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.

## **8. General Requirements and School Policies**

### **General requirements**

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### **Electronic communication and submission**

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

### **Attendance**

Attendance and class preparation, incl. written homework, is mandatory, 2 unexcused absences are tolerated but each additional one lowers the grade by ½ a point. Students who are absent 35 percent of the course are failed (or administratively withdrawn from the course if the absences are excused).

### **Absence excuse and make-up options**

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor about the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

### **Unexcused absences**

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

**Late work:** No late submissions will be accepted – please follow the deadlines.

### **Electronic devices**

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests.

**Eating** is not allowed during classes.

### **Cheating and disruptive behavior**

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

### **Plagiarism and Academic Tutoring Center**

Plagiarism is “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.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### **Students with disabilities**

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.



## 9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	<b>Excellent performance.</b> 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	<b>Good performance.</b> 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	<b>Fair performance.</b> 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	<b>Poor.</b> 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	<b>Fail.</b> 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, January 10, 2017.

### Approved by and when:

School of Humanities and Social Sciences, February 2017