

## ELP101.xxxx Elementary Polish 1 (Elem Polish 1)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
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**Tel:** 718-482-5460  
**Office:** B-234  
**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 designed for beginners of Polish and aims to develop students' listening, speaking, reading and writing skills in Polish. An understanding of Polish culture is nourished through the examination of cultural practices and perspectives. Students will learn Polish pronunciation, grammar and vocabulary in the context of important aspects of the culture essential for effective communication. Note: Students must successfully complete ELP102 before receiving credit for ELP101.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:**

**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

- carry on a conversation on such topics as nationality, family life, travel, tourism, careers, education, parenting, social and economic issues;
- communicate with a native speaker of Polish using the graded vocabulary specified in the course proposal;
- explain the meanings of graded texts in Polish within the topical outline of the course;
- write coherent idiomatic Polish demonstrating an understanding of syntax and grammar;
- present on aspects of Polish culture that they have researched.

<b>Textbook, grading, and other class logistics</b>
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**Textbooks:** The following textbooks are required for this class.

- Wanasz-Bialasiewicz, E. (2005). Hippocrene Beginner's Polish. Hippocrene Books, New York, NY. ISBN: 9780781811002; Course: ELP101, ELP102; Price \$13.17.
- Bielec, D. (2001). Basic Polish: A Grammar and Workbook. Routledge, New York, NY. ISBN: 9780415224376; Course: ELP101, ELP102; Price \$40.95.

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

Midterm 20%

Final exam 20%

Quizzes (5 quizzes x 5) 15%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 15%

- **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

<b>Weekly schedule (subject to change)</b>
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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 0 Polish pronunciation and spelling -- polskie znaki: a vs.ą; e vs. ę; o vs.ó; l vs. ł Introductions in Polish 'Mam na imię' (My name is) 'Jestem z' (I'm from)
Week 2 [Insert DATE]	Week 2 Lekcja 0/1 Polish pronunciation and spelling --polskie znaki: z vs. ż; y vs. ź; n vs. ń; s vs. ś; c vs. ć Conjugation: 'być' (to be) & 'mieć' (to have) Lab 1: 1% Homework 1: 1%
Week 3 [Insert DATE]	Week 3 Lekcja 0/1 Polish pronunciation and spelling --polskie znaki: sz; cz; dz; dź; dż; ch; rz Questions identifying people and things Culture: Polish customs Lab 2:1% Homework 2: 1%
Week 4 [Insert DATE]	Week 4 Lekcja 1 Speaking about daily activities with friends Number and gender Quiz # 1 (5%) Lab 3: 1% Homework 3:1%
Week 5 [Insert DATE]	Week 5 Lekcja 2 Greetings and farewells: 'Cześć, jak się masz?'

	<p>Using the expression 'przepraszam'</p> <p>Quiz # 2 (5%)</p> <p>Lab 4:1%</p> <p>Homework 4:1%</p>
Week 6 [Insert DATE]	<p>Week 6 Lekcja 2</p> <p>Numbers 'Czy umiesz już liczyć? 1-20</p> <p>Personal pronouns</p> <p>Culture: Polish holidays</p> <p>Lab 5:1%</p> <p>Homework 5: 1%</p> <p>Midterm 20%</p>
Week 7 [Insert DATE]	<p>Week 7 Lekcja 3</p> <p>At home! 'Jestem w domu'</p> <p>Conjugation: 'chcieć' (to want) &amp; 'rozumieć' (to understand) &amp; 'mwi' (to talk)</p> <p>Quiz # 3 (5%)</p> <p>Lab 6: 1%</p> <p>Homework 6: 1%</p>
Week 8 [Insert DATE]	<p>Week 8 Lekcja 3</p> <p>Numbers 'Czy umiesz już liczyć' 20-100</p> <p>Double negation in Polish</p> <p>Quiz # 4 (5%)</p> <p>Lab 7:1%</p> <p>Homework 7:1%</p>
Week 9 [Insert DATE]	<p>Week 9 Lekcja 3</p> <p>Using diminutives of names; national identifications and language</p> <p>Culture: Famous Poles</p> <p>Quiz # 5 (5%)</p> <p>Lab 8: 1%</p> <p>Homework 8: 1%</p>
Week 10 [Insert DATE]	<p>Week 10 Lekcja 4</p> <p>Rodzina ('family')</p> <p>Case assignment and case forming: the accusative</p> <p>Lab 9:1%</p> <p>Homework 9: 1%</p>
Week 11 [Insert DATE]	<p>Week 11 Lekcja 4</p> <p>Verbs: past tense</p> <p>Asking about people in the accusative and past tense</p> <p>Lab 10:1%</p>

	Homework 10:1%
Week 12 [Insert DATE]	Week 12 Lekcja 5 Conjugation of verbs in the past tense Plural nouns Culture: Polish cities Presentation 15%
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).