

ELV105.xxxx Bengali for Heritage Students (Bengali Heritage)

INSTRUCTORS_NAME <instructors_email@lagcc.cuny.edu>
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

Saved on: 3:55 AM Friday, January 21, 2022

Instructor's Information

Instructor: INSTRUCTORS_NAME
Homepage: <http://faculty.lagcc.cuny.edu/instructor>
Email: instructors_email@lagcc.cuny.edu
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 to enable heritage speakers of Bengali to enhance their reading and writing competence through a review of grammar and usage, basic composition strategies and analysis of primary material in the language. This course is taught in Bengali.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you 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.**
- **Analyze the historical development of one or more non-U.S. Society.**
- **Analyze and discuss the role that race, ethnicity, class, gener, language, sexual orientaiton, belief, or other forms of social differentiation play in the world cultures or societies.**
- **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

- demonstrate good control of the Bengali writing system;
- describe the characteristics of Bengali grammar and use it correctly
- write coherent compositions in Bengali on a topic selected by the instructor or students
- demonstrate their ability to read modern Bengali texts of different genres;
- communicate with Bengali-speaking people using selected idiomatic and cultural expressions;
- present in Bengali on an aspect of Bengali culture that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Thompson, Hanne-Ruth (2010). Bengali: A comprehensive grammar. London, UK: Routledge. ISBN: 9780415411394. Note: ELV105; Price: \ \$xx.xx
- Samsad, Sahitya (1982). Samsad Bengali-English dictionary. New York, NY: Hippocrene Books. ISBN: 9780781803724. Note: ELV105; Price: \ \$xx.xx

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

Midterm 20%

Final exam 30%

Quizzes (4 quizzes x 5) 20%

Writing assignment (2 x 10) 30%

Presentation 10%

- **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)
--

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Overview
Week 2 [Insert DATE]	Week 2 Review/Introduction of Bengali script Diacritic symbols or hōshonto Using a Bengali dictionary Lab 1: 1%
Week 3 [Insert DATE]	Week 3 Diglossia and Dialects Standard Colloquial Bengali or Cholitobhasha Formal Written Bengali or Shadhubhasha Vocabulary Origins Totshomo (Sanskrit Reborrowings) Tōdbhōto (Native) Bideshi (Foreign Borrowings) Research Topics selected Lab 2: 1%
Week 4 [Insert DATE]	Week 4 Nouns Gender, number, case Sentence structure Quiz 1: 5% Lab 3: 1%
Week 5 [Insert DATE]	Week 5

	<p>Formal and Informal Pronouns</p> <p>Personal, possessive, demonstrative</p> <p>Sentence structure</p> <p>Researching Bengali culture</p> <p>Writing assignment 1: 10%</p> <p>Lab 4: 1%</p>
Week 6 [Insert DATE]	<p>Week 6</p> <p>Finite and Non-finite Verbs</p> <p>Present, past, future</p> <p>Mood</p> <p>Quiz 2: 5%</p> <p>Lab 5: 1%</p>
Week 7 [Insert DATE]	<p>Week 7</p> <p>Negation in the present</p> <p>Interrogative form</p> <p>Midterm Exam: 20%</p> <p>Lab 6: 1%</p>
Week 8 [Insert DATE]	<p>Week 8</p> <p>Adjectives and Adverbs as modifiers</p> <p>Adjectival and adverbial clauses</p> <p>Paragraph structure</p> <p>Quiz 3: 5%</p> <p>Lab 7:1%</p>
Week 9 [Insert DATE]	<p>Week 9</p> <p>Syntax</p> <p>Postpositions</p> <p>Notes on research topic due</p> <p>Lab 8: 1%</p>
Week 10 [Insert DATE]	<p>Week 10</p> <p>Determiners</p> <p>Yes-No Questions</p> <p>Composition Strategies</p> <p>Quiz 4: 5%</p> <p>Lab 9:1%</p>
Week 11 [Insert DATE]	<p>Week 11</p> <p>Composition Strategies</p> <p>Writing Assignment 2: 10%</p>

	Lab 10:1%
Week 12 [Insert DATE]	Week 12 Presentation: 10% Review
Final [Insert DATE]	Week 13 Final Exam: 30%

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).

