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Survival PolishInstructor **Agnieszka Zembrzuska**

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Hours

Prerequisite / Co-requisite:

None

Description:

The purpose of the 24 hour course is to help the students to study and live in Poland by developing their use of the Polish language in everyday situations and to overcome the initial difficulties in communicating. During the course the students have the opportunity to learn and practice basics of grammar, spelling and pronunciation, to learn a set of basic vocabulary and expressions used in everyday life, as well as to get a sense of cultural specificity of the Polish culture and language.

Learning Outcomes* (definition and examples at end of form):**After taking this course, the students will be able to:**

- Simply communicate in Polish in everyday situations: asking directions, ordering a meal, buying tickets, shopping etc.
- Read simple texts: headlines, signs, signboards, simple sentences.
- Describe himself/herself in simple words: appearance, emotions, likes/dislikes, interests, needs.
- Use the Polish language to communicate with other foreign/Polish students.
- Have basic knowledge of the Polish grammar, spelling and pronunciation.
- Have a basic knowledge of the history of the Polish language, culture and customs.

Bibliography/ Texts / Supplies – Required:Selections from the following texts:

Handouts from various Polish for foreigners handbooks; handout prepared by the instructor.

Primary sources:

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Media resources (news, reports etc.), adverts.

Bibliography/ Texts / Supplies– Additional:

None.

Film screenings will include:

The Animated History of Poland (2010), dir. Tomasz Baginski.

Films on YouTube.

Requirements:

Students are required to actively participate in class work and discussions, to read assigned materials and prepare the course work. Students are required to submit 8 written assignments in Polish (exercises, dialogues, descriptions – between 50 to 200 words) and prepare a group presentation on a topic related to the course theme (topics have to be discussed with the instructor and focused on cultural/language issues).

Grading:

8 written assignments - 40 %

Group presentation - 25 %

Active participation in class discussions and exercises - 35 %

Course Specific Policies on attendance, late work, make up work, examinations if outside normal class time, etc.:

Students are required to complete all their work on time and attend all class meetings and site visits. In cases of illness or other excused absences, students will have a chance to make up missed work by completing alternative assignments.

Academic Integrity

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort.

For more information and the complete policy, see <http://academicintegrity.syr.edu>

Disability-Related Accommodations

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities

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Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Religious Observances Policy

SU religious observances policy, found at

http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to are religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through

MySlice/StudentServices/Enrollment/MyReligiousObservances from the first day of class until the end of the second week of class.

We will make every effort not to schedule seminars and site visits on major religious holidays. If a student has to miss class time for religious reasons, he or she will have a chance to make-up the missed work by submitting an alternative assignment within 2 weeks of the missed class.

Enter week/ lecture, topic for the week/lecture, and required reading in the appropriate columns below. Use the Tab key to move around in the table. To insert rows, click on the table, the **Table** menu appears, highlight **Insert** and select the action you want. To delete rows, highlight the rows you want to delete, right click and select **Delete** and then on the **Table** menu, point to **Delete** and click on **Rows**.

As the course combines class discussions over assigned readings with field visits(e.g. meetings with local activists) and film screenings , a detailed course plan will be decided upon after the final selection of video materials and depending on availability of guests.

Lecture (1,5 h)	Topic	Required Reading and Assignment
1.	Introduction: learning each other, course description, requirements. Short history of Poland and the Polish language and Slavic languages.	discussion, handout, film screening
2.	The Polish alphabet – pronunciation. Introducing yourself in Polish. Being polite: saying <i>hello/good-bye, thank you, sorry, please</i> .	presentation, exercise film screening, exercise
3.	Personal and possessive pronouns. Verbs: <i>to be, to have, to speak</i> .	handouts, exercise
4.	Verbs: <i>must/have to, want, need</i> . Verbs: <i>do/make, can</i> .	handouts, exercise
5.	My likes/dislikes: the verb <i>to like</i> . Nouns: singular, plural, gender, cases.	presentation, exercise
6.	Describing a person, an object, a situation. Basic adjectives.	film screening, exercise
7.	Emergency situations – asking for help. Conjunctions: <i>and, or, but, if, because</i> .	handouts, exercise
8.	At the doctor. Negation sentences.	film screening, exercise
9.	At the hotel/hostel. Asking questions: <i>where, what,</i>	presentation, pairs/group

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	<i>which, when, who, whose, whom, how.</i>	exercise
10.	Making phone calls. Cardinal numbers, ordinal numbers.	presentation, exercise
11.	Asking the way. Using public transportation system. Prepositions used to describe place, adverbs of place.	presentation, pairs/group exercise
12.	Food vocabulary, ordering a meal, eating habits.	film screening, presentation, pairs/group exercise
13.	Shopping and going to the office. Present tense.	film screening, presentation, pairs/group exercise
14.	Travelling. Past tense.	presentation, exercise
15.	Entertainment. Future tense.	presentation, exercise
16.	Time: past, present, future time expressions, time of a day, days of the week, months, years, using a clock.	presentation, pairs/group exercise
17.	Polish customs: habits, holidays, meals, social life.	presentation, group discussion
18.	Your country of origin customs: habits, holidays, meals, social life. Evaluation of the course.	presentation, group discussion

*Learning Outcomes definition and examples:

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity or course or program. Learning outcomes help instructors communicate more clearly to students what is expected of them. Outcomes also help instructors develop effective strategies for evaluating student work and learning. Outcomes are usually expressed, using action verbs, as knowledge, skills, and/or attitudes. They should be observable and measurable.

1. You/students will be able to explain the six reasons for conducting a needs assessment.
2. You/students will be able to demonstrate the ability to analyze texts using various critical and theoretical approaches
3. You/students will be able to explain in writing the importance of cultural diversity in the workplace.
4. You/students will be able to describe, analyze, compare, and contrast socio-cultural data from diverse cultural settings.
5. You/students will be able to apply logical reasoning methods and approaches in constructing arguments and positions.
6. You/students will be able to use INFOMAP's MAP routine to draw and print a dot map and then give a verbal description of the pattern revealed.

Note: *This template was designed by the College of Arts & Sciences It is designed to help ensure that the proposal meets the requirements of the Senate Committee on Curricula.*