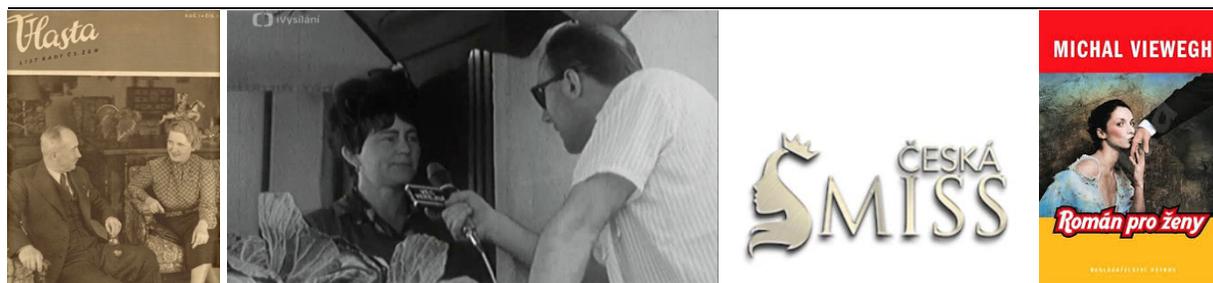


CZE2200: Intermediate Czech I
Course # 12405, Section 223H
Fall 2018 - 3 credits
MWF 6 (12:50-1:40 pm) in Ustler 101

Instructor: Holly Raynard, hraynard@ufl.edu
Office: 3326A Turlington Hall, (352) 294-7150
Tentative office hours: Tues. 5-6 PM, Wed 3-5 PM, Thu. 2-3 PM & by appointment
Website: <http://elearning.ufl.edu> (Log in to e-learning using your Gatorlink ID & password.)



Course description & objectives:

Vítám vás zpátky! [Welcome back!] This course is intended for students who have studied Czech at the college level for one year or who have spent a significant amount of time interacting in Czech (i.e., with family members in the U.S. or while living abroad). In this class you will increase vocabulary, expand and solidify knowledge of Czech grammar, and refine all four skills (reading, writing, listening, speaking) while exploring central issues of Czech culture—with a special focus this semester on gender (gender roles, equality, history of social issues, etc.). We will use traditional textbooks as well as authentic materials (internet, film, print sources) to sharpen your communicative abilities and cultural proficiency. After completing the second-year sequence, you will be able to communicate comfortably in Czech about various topics from everyday life and engage numerous authentic materials like news articles, literature and contemporary film.

Be sure to check out UF's minors, certificates and International Studies major (European track) that allow you to combine your interest in Czech language with numerous academic disciplines. Pending renewal of the CES FLAS grant, you may be eligible to earn a federal Foreign Language and Area Studies (FLAS) grant to continue study of Czech abroad this summer or at UF next year. Scholarships cover tuition, airfare and room & board (in the event of international travel), or a substantial living stipend. Visit www.ces.ufl.edu/ for more info.

Prerequisites: CZE 1131 (or equivalent) or with permission of instructor.

Required materials: We will draw from several materials this semester, including:

- From CZE1131 (and still available in UF Bookstore):
Susan Kresin et al., *Čeština hrou (Czech for Fun)*. Textbook and cassette tapes – New York: McGraw-Hill Primis Custom Publishing, 2000. 2nd edition (**the new edition is red**; the old edition is black). ISBN: 9780072455472.
- Available from me (you may check out a book from me for the semester: Lída Holá and Pavla Bořilová, *Česky krok za krokem 2*. Prague: Akropolis, 2009.
- A three-ring binder to hold the handouts you print from the website or receive in class.

Course grade will consist of the following components (discussed in detail on next pages):

Class Participation & Attendance – 15%
Homework – 20%
Quizzes and Exams – 50%
Research & Reports -- 15%

Class Participation & Attendance – 15% (1% per week). You are expected to arrive on time each day, ready to participate. Please come to class prepared to engage the daily topic **in Czech**. While you may feel rusty after the summer, your abilities will return soon enough if you are patient with yourself and consistent. The challenge of Intermediate Czech is not to rest on your laurels! Students entering 2nd-year can already communicate on a basic level. Keep in mind that you will still need to work hard (like last year) to maintain what you have learned and improve!

Communication is also a two-way street, and your classmates depend on you. Help them (and yourself) by being a committed partner. When you are unprepared, it affects their progress, too.

I **award** participation points for the following:

- Preparation for class as demonstrated by readiness for class activities;
- Attentiveness/focus during class and overall engagement in course material;
- Consistent use of Czech in class (not English!).
- As always, don't be afraid of making mistakes! They are a natural part of learning.

I **deduct** participation points for:

- Being un- or underprepared for class activities; being an unresponsive partner in pair/group work;
- Persistent use of English in class; refusal to communicate in Czech;
- Texting, using Facebook, doing work for other courses (etc.) during our class;
- Being disruptive (talking about unrelated topics in English during class, late loud entrances, etc.).

****Absence policy**** -- If you *must* miss class due to an excused absence (family emergency, illness, religious holiday or participation in an approved academic or athletic event), please let me know (in advance whenever possible) and be prepared to provide follow-up documentation. Note that it is always **your** responsibility to find out what you missed while absent and make up any missed work. While I won't penalize you for excused absences, they will affect your performance. **Unexcused** absences will be reflected in your course grade as follows:

1-3 absences – proportionate % subtracted from *Class Participation grade*

4+ absences – ½ grade drop from overall course grade per absence (ex. from A- to B+)

If you are **10+ minutes late** to class on 4 occasions, you will be marked as having missed 1 class. If you *must* be late, please enter class quietly & limit disruptions so that your classmates are minimally affected.

Homework – 20%. Homework is the next step to succeeding in this course. It's an excellent opportunity to practice concepts presented in class and receive feedback on your work penalty-free. If you do a little each night—and do it thoughtfully, exams shouldn't offer any surprises. Unless other arrangements are made, homework assignments for the following class day will be posted on the class website after class by 6:00 PM. Please do work when it is assigned. All late work received **more than 1 class after** the original due date will be downgraded by **half**; **no** late work will be accepted after the respective unit exam. **Please write the page and exercise numbers (if from a book) on each assignment you turn in along with the original due date.** (Thank you in advance! This greatly helps my recordkeeping!) Homework will be corrected and given credit according to the following criteria:

- +** Shows great skill & creativity. **1.25 points.**
- ✓** Average to good; satisfies requirement in full. Most work will receive this grade. **1 point.**
- L** If 3+ days late: **.5 point.** If submitted after respective unit exam: **0 points.**
- Redo indicated section & resubmit *entire day's work* for credit. See teacher for help. **0 points.**
- I** Incomplete; complete missing portion & resubmit *entire day's work* for credit. **0 points.**

Quizzes & exams –50%. There will be several scheduled quizzes and unit exams during the semester as well as a few pop-quizzes, as needed, to keep you on your toes. Most unit exams contain

both written and oral components: grammar and vocabulary sections are graded discretely, based on the number of errors; oral skills and writing are graded more holistically, based on how successfully you execute a given task. In discrete sections, spelling errors count as a 1/2 point, and grammar and vocabulary mistakes count as 1 point. Grading criteria for oral sections will be provided prior to the first exam. There is no midterm.

Make-ups: If you miss a test or quiz for an *excused* reason (see "Absences"), you should contact me to schedule a make-up. Advance notice is required for make-up privileges in the case of a non-medical, non-emergency or non-university-approved event.

****Good student bonus**:** Students who have completed *all* unit homework and have *no* unit absences can self-correct their unit exam and then submit their corrections for extra credit. In this way students can regain up to 50% of the points they originally missed (ex: a 70% will be raised to a max of 85%, provided all corrections are accurate). Quizzes and take-home or open-book exams cannot be self-corrected for additional points.

Research & Reports – 15% (Research –5%, Oral Presentation –5%, Paper --5%)

- **Research:** You will independently research a topic related to gender (broadly understood—gender roles, social issues, political movements, leading cultural figures, media representation, etc.) during the semester. You are expected to use multiple (at least 3) Czech-language sources (internet OK, but should be approved).

The research process will be divided into **phases:**

- **Fri. Week 6:** Send me your topic.
 - **Fri. Week 9:** Send me your bibliography (3-5 sources) 2 pts
 - **Mon. Week 12:** Send me a short **summary** of each source in English. Include an initial **list** of 10-15 high-frequency terms you encountered while reading that were not previously in your active vocabulary. 3 pts.
1. **Oral Presentation (Week 15):** You will report orally on what you have learned. You should plan to speak for about 6-10 minutes and should prepare PowerPoint slides or other visual aids to accompany your presentation, featuring relevant **headings** or **questions** to guide or preface your talk, essential **vocabulary** that your classmates will need to understand your talk (please use dictionary format!), and relevant images or **visual** media.

While you may use an outline or notes to assist you, you should **not read** lengthy text (sentences) verbatim and will be downgraded for doing so! You should also aim to use an oral style of language (shorter & simpler sentences, familiar vocabulary) rather than a written style which can be difficult for others to comprehend when presented orally.
 2. **Written (Finals Week):** You will submit a written draft (approx. 2-4 pages typed, double-spaced with 1-inch margins), related to your presentation topic(s). You are encouraged to submit a rough draft in advance (ideally at the time of your oral presentation) so that I can give you feedback before your final submission during Finals Week.

Assessment: Your oral presentation and final written draft will be evaluated for both form and content. You can find assessment criteria for both oral & written work on Canvas. You should also:

- **Post a copy of your PPT slides** to the relevant **Discussions** forum on Canvas.
- **Email me** a .docx version of your final draft & also **post a copy to Assignments** area on Canvas.

Note on Google Translate (and similar aids)

- **For reading/research:** They can be useful tools—and you *should* practice using it occasionally in order to learn how it can be useful and where it is & isn't unreliable. That said, they should never be your first (or even second) step in making sense of target-language materials. Many argue we learn language best when we use it as a *tool* or *medium in context*;

using GT as a crutch is thus a waste of a learning opportunity. When used excessively (i.e., not as a last resort or out of linguistic curiosity), it becomes an "unauthorized aid," violating the Honor Code.

- **For writing/language production: DO NOT USE GOOGLE TRANSLATE** (or similar)! It is an Honor Code violation. (And it is always obvious when students use GT!)

Grading. Grades are based on the following point system:

100%	A+	87-89.99%	B+	77-79.99%	C+
93-99%	A	83-86.99%	B	73-76.99%	C
90-92.99%	A-	80-82.99%	B-	etc.	

Find more UF grade info here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
The deadline to change grading to an **S/U** basis (vs. a letter grade) is **Friday, Sept. 7.**

Tentative Class Schedule: As in CZE1130-1131, you will find a schedule detailing homework assignments and upcoming exams on the class website. We will draw from past textbooks a bit (*Čeština hrou*—selected pages from chapters 8, 10, 12) and new ones (*Česky krok za krokem 2*—pages from chapters 5 and 9), and we will venture into Czech realia—internet, film & media. We will have an exam after each thematic unit. The main points to be studied this semester are as follows:

Weeks	Thematic topic & grammar points to be examined
1-3:	<i>Gender stereotypes: traits, roles, behaviors</i> <i>Věra Chytilová: Contesting patriarchy in film</i> <i>Review of nominative & accusative case</i>
3-6:	<i>Traditional & non-traditional family: profiles</i> <i>Review of accusative & dative case</i>
By Fri. Wk 6	Send me your research topic
7-10:	<i>Gender in the workplace</i> <i>Instrumental case, subjunctive mood</i>
By Fri Wk 9:	Send me your bibliography (3-5 sources)
11-13:	<i>Czech gender pay gap</i> <i>Comparatives, indirect speech</i>
By Mon of Wk 12:	Send me a summary of each of your sources
13-15:	<i>Maternity leave in Czech Republic</i> <i>Review of genitive</i>
15:	Catch up.
Mon or Wed:	Oral Presentation/Referát in class
Finals Week:	Final draft of papers due

Holidays & other important 2017 dates (no school)

- Monday, September 3 – Labor Day
- Friday, November 2 – Homecoming
- Monday, November 12 – Veterans Day observed
- Wednesday-Friday, November 21-23 – Thanksgiving
- Thursday-Friday, December 6-7 – Reading days

ADA Statement / Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty: All students will be held to the UF Honesty Code. If you have any questions about what constitutes academic dishonesty and unethical conduct at UF, please consult the catalog: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Since the UF catalog doesn't cover **Google Translate** (or similar aids), please reread pp. 3-4 above before using GT in this class!

Online course evaluations: At the end of the semester, you are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for you to complete during the last two or three weeks of the semester. You will be notified of the specific times by email. I thank you in advance for your input & comments; they are very important in helping me improve my teaching!



Questions or concerns? Please contact me!

I am on campus 5 days/week and am happy to answer short questions whenever I'm around—before or after class, by email, phone call, or an impromptu office visit. Longer questions or complicated concerns are better discussed in often hours or a separate meeting. No appointments are needed to visit me during office hours; if you can't call or come by then, we can set up an appointment at another time!