

ELU101.xxxx Elementary Uzbek 1 (Elem Uzbek 1)

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SEMESTER

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Instructor's Information

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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 help Uzbek speakers to enhance their listening, speaking, reading and writing skills in Uzbek. The class especially focuses on Uzbek grammar usage, and vocabulary skills, as well as writing strategies in Uzbek through quizzes, presentations and assignments. Note: Students must successfully complete ELU102 before receiving credit for ELU101.

Section Description: In this course, students will be able to

- Demonstrate command of the Uzbek Alphabet system
- Demonstrate command of the using vocabulary words
- Learn basic communication of Uzbek language
- Learn about Uzbek culture, tradition and research Historical famous people.

Prerequisites: NA

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). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

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.**

- **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

- demonstrate familiarity with the Uzbek writing system;
- communicate with a native speaker of Uzbek using colloquial and standard forms of Uzbek within the topical outline;
- explain the meanings of simple sentences in Uzbek within topical outline of the course;
- write idiomatic Uzbek demonstrating basic control and understanding of syntax and grammar;
- carry on a basic conversation using vocabulary words that include such topics as greetings, nationalities, languages, housing, location, time, days of the week, and college life;
- demonstrate familiarity with Uzbek cultural expressions;
- present on aspects of Uzbek culture that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Azimova, N. (2010). Uzbek: An Elementary Textbook. Washington, D.C.: Georgetown University Press. ISBN: 9781589017061

Homework Description: The homework will be based on the class discussion and notes. It will help to improve Uzbek Learners’ vocabulary and Grammar. It will be given from textbook. It has to be complete before class to get full credit. More details will be given in class.

Presentations Description: Students will have some presentation based on their understanding of Uzbek culture and traditions. In fist week the presentation will be free verse presentation. It can be about what interest’s students or anything that they like to do. But throughout semester it will build up and will be more about culture and tradition.

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

- Midterm 20%, Final exams 25%, Quizzes 15%, Homework 20%, Presentation 20%
- **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 Lesson One 1) Introduce the syllables and the professor. 2) Introduction (about yourself) 3) Uzbek Alphabet

	4) Practice with partner the speech that will present on the beginning of the week-2 (it will be about what interests you)
Week 2 [Insert DATE]	<p>Week 2 Lesson Two</p> <ol style="list-style-type: none"> 1) Presenting the Speech 2) Grating and farewells 3) Grammar: personal pronouns/ personal endings, simple sentences, and interrogative particles (mi and chi) 4) Quiz for 10 minutes about classroom objects. 5) Homework: (worksheet)
Week 3 [Insert DATE]	<p>Week 3 Lesson Three</p> <ol style="list-style-type: none"> 1) Comments and Request 2) New vocabulary 3) Grammar: Ablative case (ending -dan), conjunctions (-va, -ham, -lekin, -chunki) 4) Quiz for new vocabulary 5) Homework: worksheet
Week 4 [Insert DATE]	<p>Week 4 Lesson Four</p> <ol style="list-style-type: none"> 1) Classrooms Objects 2) Grammar: Demonstrative pronouns, adjectives, plurality of nouns, numbers 0-10, locative case (ending -da), expressing existence 3) New words (using vocabulary) 4) Homework: Learn a new words
Week 5 [Insert DATE]	<p>Week 5 Lesson Five</p> <ol style="list-style-type: none"> 1) Family Members 2) Grammar: Imperative dative case (ending -ga) accusative case (ending-ni) 3) Additional Activities 4) Homework: worksheet
Week 6 [Insert DATE]	<p>Week 6 Lesson Six</p> <ol style="list-style-type: none"> 1) Daily Routines 2) Grammar: Present-future tense, adverbs of time and intonation 3) Quiz (Vocabulary) 4) Review for midterm exams 20% 5) Homework: Review for next Chapter 7
Week 7 [Insert DATE]	<p>Week 7 Lesson Seven</p> <p>Midterm exam for 1 hour</p> <ol style="list-style-type: none"> 1) Talking about Family 2) Grammar: Possessive suffixes, genitive case, more on accusative case 3) Reading new words and working with pronunciations 4) Listening 5) Homework: Write essay about your family
Week 8 [Insert DATE]	<p>Week 8 Lesson Eight</p> <ol style="list-style-type: none"> 1) Describing People and Things 2) Grammar: adjectives, postposition and present continuous tense 3) Vocabulary Words 4) Homework: New words and extra activities to reinforce new structures and vocabulary
Week 9 [Insert DATE]	<p>Week 9 Lesson Nine</p> <ol style="list-style-type: none"> 1) Talking about Food (bring a traditional food) 2) Terms of quantity, expressing availability with (bor/yoq) and necessity with (kerak) and compound verbs

	3) New words 4) Quiz (Grammar) 5) Homework: Write little story about some national food using about 20 new words.
Week 10 [Insert DATE]	Week 10 Lesson Ten 1) Talking about Food 2) Abjectives(bor/yok) and (kerak), in the past and future and expressing ability. 3) Get ready for finally Exams. 4) Homework: Review all the previous chapters.
Week 11 [Insert DATE]	Week 11 Lesson Eleven 1) Talking About Clothing Traditional cloths (wearing traditional clothes) 2) Indefinite past tense, verbal nouns, repeated conjunctions 3) Listening: Presentations about different topics. (Students will pick topics relate to culture or tradition to present in front of a class) 4) Let’s discuss (Different themes) 5) Homework: Extra activities and be ready for final test
Week 12 [Insert DATE]	Week Lesson Twelve Reading Writing and Speaking - test - write essay - reading - speaking
Final [Insert DATE]	Week 13 Final exam

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).