

ELV103.xxxx Intermediate Bengali 1 (Inter Bengali 1)

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SEMESTER

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Instructor's Information

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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 further develop functional language proficiency and increase the ability to communicate accurately in Bengali within a socio-cultural context. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention paid to sentence and paragraph structure, grammatical features, and oral and written fluency. The Bengali writing system will be reinforced. Taught in Bengali.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: NA

Pre/Corequisites: ELV102 or Placement Exam

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

- introduce students to Bengali literary texts and the socio-cultural factors that influence them
- reinforce the Bengali writing system
- enable students to understand a native speaker of Bengali who is utilizing the target vocabulary
- provide students with many opportunities to practice written Bengali
- familiarize students with a variety of idiomatic expressions focusing on direction, obligation, condition, the honorific forms of address, opinions, and changes of behavior
- continue to familiarize students with cultural expressions of Bengali-speaking people

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Seely, C. B. (2002). Intermediate Bangla. Frankfurt: LINCOM Europa. (Note: ISBN: 9783895865169; Course: ELV103; 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]	Introduction and Overview Review formal and casual speech Using a Bengali dictionary
Week 2 [Insert DATE]	Weather and climate Expressing on-going and repeated actions Describing the characteristics of places, objects, and time Making inferences
Week 3 [Insert DATE]	Travel and tourism Expressing simultaneous actions Expressing direction, time limits and opinion about things, events and actions
Week 4 [Insert DATE]	Asking for favors and how to do something Expressing degrees of politeness in requests Negative requests Uses of the plain past Expressing movement away from or toward the speaker through space and time
Week 5 [Insert DATE]	Post offices and banks Expressing unacceptable actions or situations Expressing obligations and social expectations Verbs of giving and receiving Expressing the lack of obligation or social expectations Component shapes, enclosing shapes
Week 6 [Insert DATE]	Thinking about the future Expressing purpose and reason Transitive and intransitive verbs Making indirect questions Expressing results of intentional actions
Week 7 [Insert DATE]	Review and midterm exam The Bengali people and marriage Changes in family structure/urbanization

Week 8 [Insert DATE]	Transportation and giving directions Expressing a point of departure, chronology Expressing conditions, presuppositions, possibility
Week 9 [Insert DATE]	Gift Exchange Verbs of giving and receiving Expressing desire Expressing uncertainty Expressing conditions originated by others
Week 10 [Insert DATE]	Employment in Bangladesh Honorific and humble expressions Doing and asking favors Making or letting someone do something using the causative form
Week 11 [Insert DATE]	Human relations Using the passive form to express problems Using the causative-passive form Expressing or requesting efforts to change behavior Expressions of quantity
Week 12 [Insert DATE]	Presentation The environment and society Forming noun phrases with nominalizers Expressing changes of state Expressing opinion indirectly Expressing conjecture based on direct and indirect conjecture
Final Week	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).