

## ***BCS for Heritage Speakers***

Heritage speaker alternative to BCS 311, BCS 312, and BCS 495

**Contact with the instructor:** Per e-mail (Danko.Sipka@asu.edu) at any time. Per telephone 480 637 8427 Tu 6:00-9:00 PM. In the office LL 419B Tu Th 10:30 AM – 12:00 PM (e-mail me on the previous day to let me know when to expect you)

### ***1. Course description***

This course builds upon the student's advanced proficiency and builds reading and listening skills to the level where the student is able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects and to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Students should furthermore be able to write with some precision and in some detail about most common topics and show considerable ability to communicate effectively on topics relating to particular interests and special fields of competence.

### ***2. Student Learning Outcomes***

The attainment of ILR 3 skills in reading and listening and ILR 2+ skills in speaking and writing (see <http://www.govtilr.org/Skills/ILRscale1.htm> for the description of the levels).

### ***3. Listing of Assignments*** (see section 5 below for materials)

You are expected to move along the schedule described in point six of this document. During each of the first seven two-week periods you are requested to submit the following:

1. Read one short story of your choice (see section 5) and submit a one-page critical evaluation of that reading in BCS,
2. Read one newspaper article from the subject-matter area indicated in 6., submit its half-page summary BCS and a list of relevant grammatical structures in the entire issue of that newspaper
3. Listen to one radio or television news program, submit its half-page summary in BCS and a list of relevant grammatical structures
4. Record and submit a presentation on the subject-matter area indicated in 6.
5. Analyze and offer solutions to the problem areas indicated in the feedback from the instructor

The last two-week period comprises bonus materials.

### ***4. Grading Policies and Percentages:***

The following scale will be used:

98 and higher % A+  
95-98% A  
90-94% A-  
85-89% B+  
80-84% B  
75-79% B-  
70-74% C+  
65-69% C  
60-64% D  
59% and lower E

By completing all five assignments listed in the section 3 of this syllabus in each of the seven two-week periods students will earn 13% toward the grade (a total of 91% = 7x13). Additional 9% will be earned in the Oral Proficiency Interview administered in the conversation session of the seventh two-week period.

10% bonus points can be earned during the last two-week which makes a total of 110% possible to be earned during the course.

### ***5. Required Readings***

**SS:** Short Stories: Enes Durakovic „Antologija bošnjačke pripovjetke XX vijeka”, Sarajevo, 1995 (Bosniak); Miroslav Šicel, Antologija hrvatske kratke priče, Disput, Zagreb, 2001 (Croatian), Miroslav Josić-Višnjić Antologija srpskih pripovedača XIX i XX veka, Beograd, 1999 (Serbian) or any other in agreement with the instructor

**G:** Grammar: Browne and Alt A handbook of Bosnian, Croatian, and Serbian, <http://www.seelrc.org:8080/grammar/mainframe.jsp?nLanguageID=1>

**N:** Newspapers: <http://www.avaz.ba> (Bosniak), <http://www.jutarnji.hr> (Croatian), <http://www.politika.rs> (Serbian) or any other in agreement with the instructor

**TVR:** TV and radio: <http://www.rtvfbih.ba/loc/> (Bosniak), <http://www.hrt.hr> (Croatian), <http://www.rts.rs> (Serbian) or any other in agreement with the instructor

**PT:** A list of presentation topics (distributed by the instructor via BlackBoard)

**L:** Lectures about relevant grammatical structures (distributed by the instructor via BlackBoard)

### **Course Itinerary:**

The assignments are due at the end of each of the first seven even weeks of the course and they are described in section 3 of this document.

<b>Week</b>	<b>Structures</b>	<b>Thematic area</b>	<b>Forms of expression</b>	<b>Materials</b> , see 5. above for abbreviations
1-2	Less common past tense forms	History	Relating about past events	SS,G,N,TVR,PT,L
3-4	Modal and phase verbs	Holidays and traditions	Value statements	SS,G,N,TVR,PT,L
5-6	Passive voice	Literary traditions	Making comparisons	SS,G,N,TVR,PT,L
7-8	Participles and gerund	Art, Architecture, Music	Hypothetical statements	SS,G,N,TVR,PT,L
9-10	Simple sentence syntax	Workplace	Dealing with complications	SS,G,N,TVR,PT,L
11-12	Word order	School system	Autobiographical information	SS,G,N,TVR,PT,L
13-14	Multi-clause sentence architecture	Healthcare system	Making predictions	SS,G,N,TVR,PT,L
15-16	Informal colloquial language, allegro speech	Subcultures	Quarreling	Bonus materials to be selected based on the student's interest

### **6. A Statement on academic dishonesty**

Please consult the following link: <http://provost.asu.edu/academicintegrity>.

### **7. A Disability Policy Statement**

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource

Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

## ***9.2 Presentation topics***

Presentation topics (based on ACTFL OPI cards)

Please record a 10-minute presentation on the following topic in each of the two-week periods.

Week 1-2: Energy seems to be the major concern for the new millennium. In your opinion, what have been the causes for the depletion of our resources and the impact that the energy crisis may have on the future of the world.

Week 3-4: Reading as a social practice has changed through time. In your opinion, what is the place and the importance of reading in contemporary life.

Week 5-6: There has been much discussion recently about education reform. Some argue that student performance, such as standardized test scores, should be used to evaluate teachers while other believe that given the disparities in our society, this is simply unfair. Please compare these two approaches and express your opinions about both of them.

Week 7-8: The problem of child obesity is well documented in the United States. Imagine a hypothetical situation in which you are appointed the Health and Social Services Secretary. Please state what would you do to solve this problem and why would you take that particular course of action.

Week 9-10: Imagine that you run an organization of some kind, for example, a student club, which received an annual budget to enable its activities. Imagine further that this year, in light of the current budgetary crisis, you did not get any funds. Please call your funding agency and explain why it is important that you be funded this year despite the crisis.

Week 10-12: Please reflect on you course of education. Please state what, in your opinion, was positive in it, what was negative. Also, if you were in the shoes of your teachers, what would you have done differently and why.