



SLAVIC LANGUAGES AND LITERATURES

at the university of Washington

BCS 401

bosanski-hrvatski-srpski jezik босански-хрватски-српски језик

prva godina прва година

AUTUMN QUARTER 2009

COURSE WEBSITE: <http://faculty.washington.edu/bojan/BCS%20401/BCS%20401.shtml>

TIME AND PLACE:..... Monday..... 11:30-12:20....SAV 155
Tuesday..... 11:30-12:20....SAV 155
Wednesday.. 11:30-12:20....SAV 155
Thursday..... 11:30-12:20....SAV 155
Friday..... 11:30-12:20....SAV 155

INSTRUCTOR:..... Bojan Belić E-MAIL ADDRESS:bojan@u.washington.edu

OFFICE: 24 Smith Hall TELEPHONE: (206) 221-4281

OFFICE HOURS: Mondays 12:30 P.M. – 2:00 P.M.
Tuesdays 12:30 P.M. – 2:00 P.M.
AND BY APPOINTMENT

REQUIRED MATERIAL:

ALEXANDER, RONELLE and ELLEN ELIAS-BURSAĆ. 2006. *Bosnian, Croatian, Serbian, a Textbook with Exercises and Basic Grammar*. Madison: The University of Wisconsin Press.

ALEXANDER, RONELLE and ELLEN ELIAS-BURSAĆ. 2006. *Bosnian, Croatian, Serbian Audio Supplement*. Madison: The University of Wisconsin Press.

BELIĆ, BOJAN. *Bosnian/Croatian/Serbian 401*. Course Packet.

RECOMMENDED BOOK:

ALEXANDER, RONELLE. 2006. *Bosnian, Croatian, Serbian, a Grammar with Sociolinguistic Commentary*. Madison: The University of Wisconsin Press.

OBJECTIVE: During this course you will learn the basic skills necessary for **communicating in BCS (speaking, listening, reading, and writing)**. You will also learn about Balkan cultures and increase your ability to use **effective strategies for language learning and communication**. In addition to becoming a proficient speaker of BCS, I hope that you will become a skilled language learner and develop a curiosity about and love for Slavic cultures.

THE INSTRUCTOR'S ROLE: As a language teacher (and a native speaker and native of Serbia) I will do my best to make our time in the classroom interesting, inspiring, and productive. We will evaluate the result at the end of the quarter.

THE STUDENTS' ROLE: By registering for this course, you have chosen an opportunity to learn a major South Slavic language. The learning process requires your complete cooperation inside and outside the classroom. Thus, two very important parts of your work, besides **TESTS** and **QUIZZES**, could be thought of as (1) **HOMEWORK** (preparation and assigned exercises) and (2) **CLASSWORK** (attendance and participation), all of which will be graded appropriately.

Last, but – by no means – least, your own thoughts and ideas are always more than welcome only through open and creative interaction can we hope to be successful.

Please feel free to ask for clarification on any part of the syllabus or any of the instructor's explanations.

GRADING

1. **TESTS:** There will be four lesson tests (LT) during the quarter (one after each lesson) and one final test (FT) in the Final Examination week. Each LT consists of two parts, A and B respectively, which will be taken over two consecutive class periods. Part A consists of **Listening** and **Reading** sections, and part B of **Controlled Writing** and **Free Writing** sections. The LTs are scheduled as follows:

TEST 1: Thursday, October 15, 2009 and Friday, October 16, 2009,

TEST 2: Monday, November 2, 2009 and Tuesday, November 3, 2009,

TEST 3: Thursday, November 19, 2009 and Friday, November 20, 2009,

TEST 4: Wednesday, December 9, 2009 and Thursday, December 10, 2009.

FT consists of **Oral Quiz, Listening, Reading, Controlled Writing, and Free Writing** sections, and is scheduled for Wednesday, December 16, 2009, 2:30-4:20 P.M.

2. **ORAL QUIZZES:** There will be two oral quizzes during the quarter (to be scheduled later).
3. **ATTENDANCE AND PARTICIPATION:** Since successful language learning requires frequent interaction and active participation, it is imperative that you attend class faithfully.

Each day that you are absent will not only seriously affect your participation grade, but it will also affect your performance on tests and quizzes. By missing class, you are less likely to learn the material, will be unable to achieve your own language learning goals, and will deprive your classmates of opportunities to learn as well. With each absence your participation grade will be seriously affected.

Active class participation is important to your skill development and to the success of the course. Class participation will be assessed every day, and your final score will be calculated on a scale from 0 to 5.

| 0 | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|--|
| STUDENT IS ABSENT, UNAVAILABLE FOR CLASSROOM PARTICIPATION | STUDENT IS NOT PREPARED FOR CLASS, DOES NOT PARTICIPATE | STUDENT IS RARELY PREPARED, RARELY ABLE TO ANSWER WHEN CALLED ON, RARELY VOLUNTEERS | STUDENT IS SOMETIMES PREPARED, BUT INCONSISTENTLY, ANSWERS WHEN CALLED ON, USES BCS WHEN REQUIRED, WILLINGLY PARTICIPATES, STAYS ON TASK DURING PAIR/GROUP WORK | STUDENT IS USUALLY PREPARED, ANSWERS WHEN CALLED ON, WILLINGLY PARTICIPATES, STAYS ON TASK DURING PAIR/GROUP WORK, MAKES A CONSCIOUS EFFORT TO USE AS MUCH BCS AS POSSIBLE, VOLUNTEERS ANSWERS TO OPEN QUESTIONS (NOT DIRECTED TO ANYONE) | STUDENT DEMONSTRATES A HIGH LEVEL OF PREPARATION, ANSWERS WHEN CALLED ON, WILLINGLY PARTICIPATES, STAYS ON TASK DURING PAIR/GROUP WORK, USES BCS ALMOST EXCLUSIVELY, VOLUNTEERS ANSWERS TO OPEN QUESTIONS (NOT DIRECTED TO ANYONE), SHARES PERTINENT INFORMATION, ASKS QUESTIONS OR VOLUNTEERS INFORMATION RELEVANT TO THE CLASS |

4. **PREPARATION AND ASSIGNED EXERCISES:** Diligent preparation and completion of assigned exercises are also required for successful language learning.

By coming to class unprepared, you are likely not to be able to actively participate or else experience more problems than normal. You are thus expected to read and familiarize yourself with the material, including the grammar explanations, from the textbook that will be covered during the particular day's class.

Homework will be assigned on a lesson-by-lesson basis. Since you are responsible for your own learning, you must do your homework each day and be prepared to turn it in on the day for which it was assigned. Make every effort to keep up – it is much easier than trying to catch up!

Homework will be assessed on a daily basis on a scale from 0 to 5.

| 0 | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|--|---|--|--|
| STUDENT DID NOT TURN HOMEWORK IN | HOMEWORK IS DONE CARELESSLY AND WITH MANY MISTAKES, OPEN-ENDED ACTIVITIES CARELESSLY PREPARED | HOMEWORK IS DONE BUT WITH MANY MISTAKES, OPEN-ENDED ACTIVITIES PREPARED WITH MANY MISTAKES | HOMEWORK IS DONE WITH MISTAKES, SOME EXERCISES ARE DONE CAREFULLY, OTHERS HASTILY COMPLETED | HOMEWORK IS DONE WITH OCCASIONAL MISTAKES, OPEN-ENDED ACTIVITIES SHOULD DEMONSTRATE MORE THOUGHT AND ATTENTION | HOMEWORK IS CAREFULLY DONE, OPEN-ENDED ACTIVITIES SHOW THOUGHT AND ATTENTION |

Your final grade will be calculated according to the following scale:

1. Tests..... 70%
 - 4 LTs (each @ 12.5%).....50%
 - FT.....20%
2. Oral Quizzes.....10%
3. Participation..... 10%
4. Homework.....10%

Your final percentage will determine your final grade, as follows:

| | | | |
|---------------------|-----|------------|-----|
| 100, 99, 98, 97, 96 | 4.0 | 77 | 2.2 |
| 95, 94 | 3.9 | 76 | 2.1 |
| 93 | 3.8 | 75 | 2.0 |
| 92 | 3.7 | 74 | 1.9 |
| 91 | 3.6 | 73 | 1.8 |
| 90 | 3.5 | 72 | 1.7 |
| 89 | 3.4 | 71 | 1.6 |
| 88 | 3.3 | 70 | 1.5 |
| 87 | 3.2 | 69 | 1.4 |
| 86 | 3.1 | 68 | 1.3 |
| 85 | 3.0 | 67 | 1.2 |
| 84 | 2.9 | 66 | 1.1 |
| 83 | 2.8 | 65 | 1.0 |
| 82 | 2.7 | 64 | 0.9 |
| 81 | 2.6 | 63, 62 | 0.8 |
| 80 | 2.5 | 61, 60 | 0.7 |
| 79 | 2.4 | 59 & below | 0.0 |
| 78 | 2.3 | | |

TENTATIVE CLASSROOM SYLLABUS

| TIME | TOPIC | WHAT TO LEARN | PAGES |
|-----------------------------|-----------------------|---|----------------------|
| W September 30 | DRAGO MI JE! | INTRO TO THE COURSE | xi-xvi |
| PRVA LEKSIJA ПРВА ЛЕКЦИЈА | | | |
| Th October 1 | HAJDE DA PIŠEMO! | -alphabets and sounds | 1 |
| F October 2 | DOBAR DAN | -spelling of personal names | 5 |
| M October 5 | KAKO SE ZOVEŠ? | -verb conjugation -pronouns | 1 3 |
| T October 6 | MOJA PORODICA/OBITELJ | -singular and plural <i>you</i> | 2 |
| W October 7 | ŠTA/ŠTO JE OVO? | -adjectives -adjectives, continued | 3-4 5 |
| Th October 8 | PAS I MAČKA | -nouns denoting professions and nationalities -nouns and gender | 7 3 |
| F October 9 | KO/TKO JE TO? | -the verb <i>to be</i> | 2 |
| M October 12 | ...? DA! | -questions | 3 |
| T October 13 | ...? NE! | -the verb <i>to be</i> , continued | 7 |
| W October 14 | MI | -plural of masculine nouns | 7 |
| Th October 15 | TEST 1 - A | | |
| F October 16 | TEST 1 - B | | |
| DRUGA LEKSIJA ДРУГА ЛЕКЦИЈА | | | |
| M October 19 | HEJ! | -addressing people: vocative case and politeness formulas -variant form: ijekavian and ekavian | 20 21 |
| T October 20 | UČITI ZAJEDNO | -present tense of verbs | 21 |
| W October 21 | NE UČIM | -negation | 21 |
| Th October 22 | ŽELIM... | -the conjunction <i>da</i> -the verb <i>moći</i> | 21 27 |
| F October 23 | IMAM... | -accusative case | 20 |
| M October 26 | ...?... | -demonstrative pronominal adjectives -fleeting vowels in adjectives -long and short adjectives -adjectives ending in <i>-o</i> | 23 23 25 25 |

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|---------------------------------|---------------------------------|---|----------------|
| T October 27 | KOGA VIDIŠ? | -object pronouns, full forms -object pronouns, clitic forms | 22 21 |
| W October 28 | KUPUJEM PSA | -accusative case of animate nouns -accusative of animate masculines and fleeting vowels | 22 24 |
| Th October 29 | KADA? | -time expressions: days of the week -prepositions -verbs in <i>-ovati</i> | 20 25 25 |
| F October 30 | KUPITI... | -verbal aspect, introduction | 24-25 |
| M November 2 | TEST 2 - A | | |
| T November 3 | TEST 2 - B | | |
| TREĆA LEKCIJA ТРЕЋА ЛЕКЦИЈА | | | |
| W November 4 | KAKO STE? | -adverbs -the word for <i>one</i> -feminine nouns ending in a consonant | 37 37 39 |
| Th November 5 | ONI | -nominative plural of nouns -added syllables in the plural | 36 39 |
| F November 6 | DA, ONI | -nominative plural of adjectives -the words meaning <i>person, people</i> | 36 36 |
| M November 9 | UDŽBENICI | -sound shifts in nominative plural | 41 |
| T November 10 | POZNAJEŠ LI NJIH? | -conjugation of <i>poznavati</i> -long-form pronouns used for emphasis -case forms of names | 37 37 37 |
| Th November 12 | ŠTA/ŠTO VOLIŠ? | -accusative plural | 39 |
| F November 13 | ŠTA VIŠE VOLIŠ?/ŠTO VIŠE VOLIŠ? | -accusative plural | 39 |
| M November 16 | ČIJE SU OVE OLOVKE? | -interrogative pronominal adjectives | 41 |
| T November 17 | KAKVE SU I KOLIKE? | -interrogative pronominal adjectives | 41 |
| W November 18 | LAKU NOĆ! | -the word for <i>one</i> -negation, continued | 37 39 |
| Th November 19 | TEST 3 - A | | |
| F November 20 | TEST 3 - B | | |
| ČETVRTA LEKCIJA ЧЕТВРТА ЛЕКЦИЈА | | | |
| M November 23 | ODAKLE STE? | -forms of the genitive case -fleeting vowels and consonant softening | 48 48 |

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|-------------------|-----------------------------|---|----------------|
| T November 24 | KAO (ŠTO) | -possible accent shifts -question words and conjunctions | 48 48 |
| W November 25 | TRAŽIM NEKE STVARI | -"pointer" words -prepositions with the genitive, continued | 54 54 |
| M November 30 | PORED NAS... | -pronouns in the genitive case | 50 |
| T December 1 | KOD KOGA SU NAŠE KNJIGE? | -possessive pronominal adjectives -masculine names ending in a vowel -names ending in <i>-ski, -ska</i> | 50 52 54 |
| W December 2 | JELO I PIĆE | -verb conjugation | 54 |
| Th December 3 | U RESTORANU | -partitive genitive | 52 |
| F December 4 | I JOŠ NEŠTO... | -uses of the genitive case | 50 |
| M December 7 | KOLIKO? | -numbers | 52 |
| T December 8 | NE ZNAM | -turning questions into statements -English <i>It is...</i> sentences | 50 54 |
| W December 9 | TEST 4 - A | | |
| Th December 10 | TEST 4 - B | | |
| F December 11 | REVIEW REVIEW REVIEW REVIEW | | |