

Czech CZEC-1003 (3 credits)

Czech Republic: Human Rights and Refugee Integration

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course provides students with fundamental competency in Czech, with the main goals of assisting students to become competent in a number of communicative topics, introducing basic concepts and principles of Czech grammar, and introducing the language as an important mirror of Czech culture and society.

The course employs a variety of methods to achieve its objectives, including in-classroom sessions focused on conversational competence with relevant grammar-based instruction. Classroom sessions are combined with opportunities to practice language skills both in the language class field sessions on the streets of Prague and homework assignments to build conversational competencies.

Learning Outcomes

Upon completion of the course, students will be able to:

- Use key aspects of grammar such as number, declension, nouns, adjectives, pronouns, verb conjugation, tense and aspect, and model verbs
- Communicate in everyday situations, such as ordering in a restaurant, travel and transportation, directions, daily routines, setting meetings, and telephone dialogues.

Language of Instruction

This course is taught in English and Czech.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is

holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Chapter quizzes (60%)

Students will be quizzed on the material covered in each chapter.

2) Written and Oral Exam (30%)

3) Participation and in-class performance (10%)

This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment

Chapter quizzes: 60%

Written and oral test: 30%

Participation/in-class performance: 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Content

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Topic	Grammar
Basic grammatical terms	Answering the questions “who?” and “what?”
Greeting, meetings, and people	The verb <i>být</i> (to be) and <i>dělat</i> (to do/to make.) / -A verbs
Orientation	Locations. Answering the question where? / <i>í</i> verbs / adverbs expressing direction
In the restaurant	The basic case: the nominative sg. (= the dictionary form)
	Gender of nouns and adjectives / Ordering food. / Direct object expressed by the accusative / -E irregular verbs. / The verb to like: <i>mít rád</i>
Family	Possessive pronouns my, your etc. / -E regular verbs / To like to do—doing vs. like
Time	Answering the question <i>when?</i> Parts of day, days, date

Planning appointments	Modal verbs
Famous people	Past tense and second position of past tense
Planning time	Future tense
Art	More useful adjectives. And the verb to like: <i>líbit se</i> / <i>How to describe a work of art</i>