

**Syllabus**  
**2<sup>nd</sup>-Year Albanian**  
**SLC 294 (Session I #40635) & SLC 294 (Session II #40666)**  
**Critical Languages Institute: Summer 2019**

**Instructor:**

Dr. Eljon Doçe

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**Materials:**

Mëniku & Campos (prepublication) *Discovering Albanian 2, Textbook*

Mëniku & Campos (prepublication) *Discovering Albanian 2, Workbook*

[NOTE: Materials are prepublication versions of upcoming textbook and will be provided by instructor. These materials are copyrighted materials, to be used only for this class!]

**Recommended materials:**

Newmark, L. *Oxford Albanian-English Dictionary*, Oxford University Press, 1998, ISBN: 978-0198603223

Newmark, L. (1996) *Spoken Albanian*. Ithaca: Spoken Language Services.

Newmark, Leonard, Philip Hubbard and Peter Prifti. (1982). *Standard Albanian*. Stanford: Stanford University.

Stefanllari, R. and B. Hintz. (2006). *541 Albanian Verbs*. Tiranë: Albatros.

**About the course:**

This second-year course in Albanian language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in Albanian.

The main goal of this course is to expand and solidify student's command of Albanian vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. In particular, students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews and discussion of topics.

By the completion of this course, students are expected to acquire an ACTFL proficiency level of "Intermediate Mid" or better in listening, speaking, reading, and writing.

They should be able to

- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
- Create sentences and short paragraphs related to most survival needs, personal history, daily life, etc.
- Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.
- Understand short conversations about all survival needs and limited social demands.

In addition, the course is designed to help students recognize common knowledge, beliefs, attitudes, and behavioral patterns of the Albanian people, and to comply (verbally and non-verbally) with Albanian cultural norms.

To solidify their language and cultural gains, students are highly encouraged to take advantage of the ASU summer program in Albania.

**Program Structure:**

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester.

You will receive two grades; one for each session.

Session I: June 17 – July 12 (final exam on July 12)  
Session II: July 15– August 9 (final exam on August 8)

**Grading system per session:**

Class participation 10%  
Homework 10%  
Weekly tests, quizzes, presentations 50%  
Final examination 30%

<i>Grade</i>	<i>Percent</i>
A+	98–100
A	93–97
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D	60–69
F	0–59

**Auditing and Incompletes:**

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**.

Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

**Class Time versus Homework:**

This intensive course relies heavily on work performed outside the class.

Class time concentrates on activities that you cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc.

Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, you will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is the student's responsibility to learn assigned material before class, then come to class prepared to apply what they have learned. Instructors will not necessary go over every homework topic in class. Instead, they will concentrate are topics that are particularly difficult or particularly important. Students are responsible for mastering every topic assigned, including topics not emphasized in class.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

**Participation:**

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward your final grade.

Class participation will reflect the student's daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 2-session program **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course.

**Homework Grading:**

Homework is your opportunity to practice new structures. It is expected that you will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

**Academic Dishonesty:**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

**Students with Disabilities:**

**Establishing Eligibility for Disability Accommodation.** Students who feel they will need disability accommodation must register with the Disability Resource Center (DRC) before departure. DRC 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).

**Accommodation.** Qualified students with disabilities requiring accommodation who have registered with DRC should request accommodation of the instructor or the CLI director before departure. Disability information is confidential.

*Note: Be sure to obtain verification of eligibility from DRC **before** contacting your instructor. Instructors cannot make accommodations if you do not have verification of eligibility from DRC.*

### Weekly Plan (subject to change)

#### SESSION I

Week	Chapters	Material covered
1	Test One	<p>TOPICS: <b>NË BANKË, MAKINA ME QIRA</b></p> <p>Grammar: A review of the basic grammatical cases, Model declensions for main classes of nouns, Pronouns and cases, Linking articles for genitives and class 2 adjectives, Moods is Albanian, A review of the present subjunctive: The forms, The present subjunctive after modal verbs, The subjunctive in place of the English infinitive, The subjunctive after interrogative words, The subjunctive as a softened imperative, The subjunctive after verbs of [+INFLUENCE], The present subjunctive after temporal conjunctions, The present subjunctive with purpose clauses, Purpose clauses with PËR TË + past participle</p>
2	Test Two	<p>TOPICS: <b>SHQIPËRIA DHE BASHKIMI EVROPIAN, NË UDHËTIM</b></p> <p>Grammar: A review of the future indicative, The future with the form KAM PËR TË + past participle, Using the future tense to express assumption, The future in conditional constructions to express possibility, A review of the imperfect indicative, The imperfect subjunctive, The imperfect subjunctive and the sequence of tenses, Sequence of tenses, conditional tense and imperfect subjunctive, Forms for the conditional tense, The conditional mood, The conditional tense as a conditional of moderation, The conditional tense in counterfactual conditional constructions in the present or future, Conditional constructions without a conditional conjunction, Conditional constructions with KISHA PËR TË + past participle, Summary of the conditional structures studied so far</p>
3	Test Three	<p>TOPICS <b>LEJE QËNDRIMI, HIMNI I SHQIPËRISË</b></p> <p>Grammar: Review of the present and pluperfect indicative and subjunctive, Uses of the present perfect subjunctive after the auxiliaries MUND 'can, may' and DUHET 'must', The pluperfect and the past perfect, Revisiting the modal verb DUHET, Revisiting the modal verb MUND, the pluperfect subjunctive and</p>

		conditional constructions with <i>po</i> and <i>sikur</i> 'if', The conditional perfect, Counterfactual conditional constructions in the past
4	<b>Session I Final</b>	<p><b>TOPICS TË BËSH BIZNES NË SHQIPËRI, HARMONIA FETARE NË SHQIPËRI</b></p> <p>Grammar: Uses of the past participle, The formation of the gerund, Uses of the gerund, The privative, The infinitive, Uses of the infinitive, The absolute participle, Neuter verbal nouns, Indefinite forms based on <i>ç</i>, <i>çka</i>, <i>gjë</i>, <i>një</i>, <i>sa</i> and <i>ca</i>, The indefinite quantifiers <i>gjithë</i> and <i>tërë</i> 'all', The indefinite demonstrative <i>i, e tillë</i> 'such a', The reflexive possessive pronoun <i>i, e vet</i> 'his, her, their own', The emphatic reflexive <i>vetë</i> '-self', Adversative clauses, Causal clauses</p>

## SESSION II

Week	Chapters	Material covered
5	<b>Test Four</b>	<p>TOPICS: <b>FAMILJA SHQIPTARE</b></p> <p>Grammar: Admirative mood, The tenses of the admirative mood, Uses of the admirative mood, Consecutive clauses, Comparative clauses, Review of possessive adjectives, Prenominal possessives with kinship terms: first and second person possessor, Prenominal possessives with kinship terms: third person singular possessor, Possessive pronouns, Relative clauses, Relative clauses with antecedents that have an adverbial function</p>
6	<b>Five</b>	<p>TOPICS: <b>SPORTI NË SHQIPËRI</b></p> <p>Grammar: Relative clauses with sentential antecedentes, Relative clauses without antecedentes, Indefinite pronouns based on <i>kush</i>, <i>cili</i> and <i>njëri</i>, The reflexive pronoun <i>vete</i> '-self', The adjective <i>i vetëm</i> 'only, single' and pronominal adjectives, Concessive clauses, The future perfect</p>
7	<b>Test Six</b>	<p>TOPICS: <b>URIMET DHE MALLKIMET NË GJUHËN SHQIPE</b></p> <p>Grammar: Optative mood, The present optative for class 1 – class 5 verbs, The present optative for class 6 verbs, Using the present optative to express wishes, Negative optative, The present optative in conditional clauses, The present perfect optative, The use of the negative particles <i>S</i>, <i>NUK</i> and <i>MOS</i>, Special uses of <i>MOS</i>, The reciprocal pronoun <i>njëri-tjetri</i> 'each other', Coordinating conjunctions, Copulative conjunctions, Supplemental conjunctions, Disjunctive conjunctions, Consequential conjunctions, Expository conjunctions</p>
8	<b>Session II Final</b>	<p>TOPICS: <b>VIRGJËRESHAT SHQIPTARE</b> Grammar: Review.</p>