

GER 300,Advanced German, Part I

Department of Languages, Literature, and Cultures, Fall 2018



COURSE INFORMATION

Instructor:	Dr Kate Roy
Instructor's Email:	kroy@fus.edu
Office:	Main Villa, Office 4
Office Hours:	Mon/Thu 11:30-12:30 and 14:30-15:30, and by appointment
Class location:	Kaletsch Classroom 4
Class meeting times:	Mon/Thu 13:00-14:15

COURSE DESCRIPTION AND RATIONALE

This course offers cultural readings from a variety of sources, including some literary pieces, as well as magazine and newspaper articles reflecting the contemporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises. German 300 at once marks the last class of Franklin's language requirement and the bridge to acquiring a minor in German.

In this last transitional semester we will switch gears from a more grammar-based learning to a mix of grammar with active, contextual language use so that by the end of the semester you emerge as independent and confident learners and users of advanced German. This should help you both in real life contexts and in more advanced German courses should you choose to pursue a minor in German. To this end this class is divided into two parts, where part one is a “grammar lab” that encourages the fine-tuning of discreet German grammatical features, such as sentence structure, verb tenses, adverbs and adjectives, the passive voice and case declension, and part two takes a “thematic” turn, emphasizing the reading of a variety of texts, watching or listening to audio-visual clips and lively discussion groups in which you present your interpretation of the materials to your peers and the class at large.

The thematic section of this class aims to promote creative thinking, speaking, reading and writing about the very subject you are studying: the German language. The specific goal of the grammar part of this class is to be able to pass a preparatory test to the TestDaF at the end of the semester. The TestDaF is one of the official, standardised tests which will allow you to study at a Swiss or German university (please see <https://www.testdaf.de/fuer-teilnehmende/informationen-zum-testdaf/>). With this preparation students should then be able to go on to take the official TestDaF at one of the testing centres.

Please note the test you take at the end of this class is not the official test: TestDaF may only be administered at official testing centres.

COURSE OBJECTIVES

- To review, hone and add to your mastery of essential structural features of German, including, but not limited to dependent clauses, adjectival endings, subjunctive I and II, indirect speech, passive voice, modal verbs, all verb tenses and all cases;
- To develop your basic proficiency in the four skills of speaking, listening, reading and writing;
- To foster an informed interest in the culture, history and current affairs of the German-speaking lands;
- To practice synthesizing information from classroom discussions and reading;
- To present this information in a variety of formats, including class discussion, oral presentation, and in portfolios and the final exam;
- To develop techniques for autonomous learning;
- To develop peer review skills and demonstrate the ability to work collaboratively.

LEARNING OUTCOMES

By the end of this course you should have

- generally improved your language skills in all the four areas (speaking, listening, reading and writing) via classroom interaction, the use of different

media and other forms of engagement with German and German-speaking cultures and the successful completion of assignments;

- enhanced your ability to understand and to be able to analyze the main ideas of articles and reports concerned with contemporary issues in which the writers adopt particular attitudes or viewpoints;
- enhanced your ability to produce clear, structured texts on a range of familiar subjects (centered on, but not limited to the focus theme of language) with a relatively high degree of grammatical control;
- enhanced your ability to understand the main ideas of news broadcasts, presentations, talks and discussions, as well as conversations by native speakers of standard German;
- gained a greater awareness of modern German-speaking cultures and of the complex notion of language and identity and how it is interrelated with social, cultural and political aspects of German-speaking countries;
- enhanced your ability to critically reflect on your own work and that of others.

TEXTS AND MATERIALS

All short texts and text extracts for analysis, as well as all audio-visual material will be made available on Moodle – please check both Moodle and the course schedule below for details of what you should be preparing for each session.

Please bring a German dictionary to class.

You may wish to purchase

- *Fit für den TestDaF*, Paket (ISBN 978-3-19-001699-0)
- *Fit für den TestDaF*, CD-ROM (ISBN 978-3-19-071699-9)

Further resources (web)

Useful online dictionaries:

<http://www.dict.cc>

<http://dict.tu-chemnitz.de/>

<http://dict.leo.org/englisch-deutsch/>

<http://www.linguee.com/>

A search engine for German idiomatic expressions (in German):

<http://www.redensarten-index.de/>

ASSESSMENT OVERVIEW

Portfolio (4 parts @ 15% each)	60%
Final Exam	20%
Weekly tasks/homework	10%
Active In-Class Participation	10%

ASSESSMENT DETAILS

Portfolio

The portfolio consists of four parts (“Lesen”, “Hören”, “Übersetzen” and “Sprechen”), which you will submit at intervals during the semester – see the course schedule below for deadlines. It aims to help you test and develop all four core skills of GER 300 (speaking, listening, reading and writing). Writing is incorporated in (and assessed in) all portfolio tasks. Each portfolio section will have its own specific task sheet with further guidelines, which you will be able to download from Moodle.

Final Exam

The final exam will consist of a reading comprehension, a grammar section and an essay section (the instructor reserves the right to include a translation component in addition to these core sections). The reading comprehension and essay section will closely mirror the material you would expect to encounter in the DaF test. The final exam aims to function as a sort of “finale” to your semester that seeks to test the skills you have developed in both the grammar labs and in the successful completion of your portfolio tasks over the course of the semester – it is also designed as a preparatory springboard for the DaF test itself, should you decide to go on to take this.

Weekly tasks/homework

This assignment is ongoing: I ask that you “chronicle” your responses to short questions from any assigned task sheets (both thematic and grammatical). Please collect these into a single file and upload them to the relevant Moodle link by the Monday of the following week (in the case of task sheets you can of course also hand me hard copies if you prefer to work with pen and paper!).

Active in-class participation (and attendance policy)

The interactive nature of language classes and the importance of regular practice in language skills make your **regular attendance and participation** essential for success. The following attendance policy applies:

Each student will be allowed one unexcused absence, no questions asked (the equivalent of two classes) during the course of the term. Your participation portion of the grade will drop by 15 points (out of 100) each time you miss class with an unexplained absence following this first permitted instance. Students who miss class due to illness must provide the relevant faculty members with a valid medical certificate if they wish to prove cause of absence. Please note the University’s attendance policy, which states that non-compliance with the attendance policy specified in the syllabus of a course may result in the student being dropped from the roll for the course by the professor in consultation with the Dean and, in any case, will incur a reduction of the student’s final grade by at least 10%.

What is meant by active participation?

The student appears alert and attentive, responds promptly and enthusiastically to questions and communicative prompts, and collaborates actively and productively with others in group settings. The student diligently takes notes on, or obviously engages with, in-class discussion and course material. The student

gives evidence of diligently executing assignments and reading, and prepares well for class by completing task sheets, and being able to discuss her/his chosen answers.

GRADING POLICIES AND EXPECTATIONS

What grades mean in GER 300:

A = Excellent: your work exhibits outstanding quality and exceptional follow through on the assignment. You have superb command of the material and the quality of the final product (essay, presentation) goes well beyond the good quality work in the B-level range. This grade honors an exceptional job and recognizes significant effort on your part.

B = Good: your work is above-average quality and shows a thorough understanding of the assignment. B-level work shows some of the same good qualities as “A” level work, but not as consistently, or to the same extent. B means that you are doing an above average, all around good job.

C = Adequate: your work is acceptable at university level. It follows the assignment and meets the basic standards of university-level work. This grade also covers work that is excellent or good in some respects but significantly weaker in others.

D = Inadequate: you do not meet the standards for acceptable university-level work, but the text does exhibit some positive qualities, indicating that it deserves credit for having been done. Content and/or mechanics do not adequately meet basic expectations. A grade of “D” should be understood as a warning sign that something is wrong with your study habits and that you would be wise to seek advice on how to improve.

F = Fail: your work does not earn university-level credit. You may have not followed the assignment or the essay may reveal little or no understanding of the material. All in all, your work is completely unacceptable. A grade of F is also given if the work is not completed at all. You should immediately see the instructor to discuss a course of action.

Grading Scale:

Assignments and exams will be graded on the following scale:

A : 94-100	B+ : 88-89	C+ : 78-79	D+ : 68-69	F : 0-59
A- : 90-93	B : 84-87	C : 74-77	D : 64-67	
	B- : 80-83	C- : 70-73	D- : 60-63	

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1. Inhalt

	A	B	C	D	F
Quality and relevance of information to the task	a comprehensive and sustained focus on the question with thorough awareness of its possibilities/implications	a largely sustained focus on all or most of the key aspects of the question with a good awareness of its possibilities/implications	superficial or tangential engagement with important aspects of question with a limited awareness of its possibilities and implications	misunderstanding of or failure to register and address important implications of the question	a failure to understand/ address all or virtually all of the main implications of the question
Structure given to the information (part of quality in the portfolios)	Content is structured coherently and logically, all text type-specific elements are present	One text type-specific element is missing, content structure cannot always be easily followed by the reader	Some text type-specific elements are missing, content structure is mostly coherent and logical	Content structure seems hardly coherent, reader struggles to follow the logic, text type-specific elements are missing	Content structure is incoherent and can't be followed. Text-type is not clear.

2. Sprachliche Gestaltung

	A	B	C	D	F
Grammar					
scope of syntactic & morphological structures used	Throughout high complexity of used structures appropriate for the language level	Appropriate complexity of used structures for the language level	Often basic language intermingled with some appropriately complex structures	Mostly simple and basic language structures without more complex language usage	Too basic language throughout
grammatical correctness of the language	Few and isolated mistakes, but only in more advanced structures, never impeding communication	Few mistakes, almost only in complex structures, communication is not hindered	Frequent mistakes, also in basic structures, communication is at times impeded	Communication is severely hindered, very basic structures are, however, mostly successful	Communication impossible, even simple structures are unsuccessfully formed
coherence (linking elements)	The text as well as sentences and paragraphs are all clearly and logically linked	A few links on sentence and paragraph level are incorrect or unclear, the overall text is mostly coherent	Some links on sentence and paragraph level are incorrect or unclear, the overall text is mostly coherent	Several links on sentence and paragraph level are incorrect or unclear, the overall text is mostly coherent	Text seems in large parts incoherent an disjointed
Vocabulary & style					
scope and variation of vocabulary	Broad and varied vocabulary including subject specific terminology	Broad, but not always varied vocabulary, subject specific terminology not always applied	Slightly limited and at times too basic vocabulary for the level, rarely any subject specific vocabulary used	Limited and very basic vocabulary with very few key-terms	Very limited and too basic vocabulary
register, idioms and fixed expressions	Authentic and always task-related appropriate language	Language is appropriate for the task, some phrases, however, sound inauthentic	Language is mostly appropriate for task and language level	language sounds at times translated and is not always appropriate for the level	Language sounds translated and is often inappropriate

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Pronunciation	A				B				C				D				F			
	pronunciation and intonation (sentence rhythm)				fluency & delivery				pronunciation and intonation				fluency & delivery				pronunciation and intonation			
Pronunciation	Clear pronunciation, no or only minimal interference from mother tongue, speech rhythm is authentic.				Clear pronunciation, however, influence of mother tongue on sounds as well as sentence rhythm is clearly traceable. This may hinder the communication at times.				Mostly clear pronunciation, but communication is slightly hindered by strong influences of mother tongue on pronunciation and sentence melody.				Comprehension for native speaker is seriously impaired due to incorrect pronunciation and intonation.				Communication is impossible.			
	Very natural and evenly paced, showing remarkable fluency. Very few, noticeably longer pauses.				Mostly natural language flow, with only occasional pauses and halted speech/ too fast delivery.				Halted speech, often with longer pauses. / Too fast delivery without any natural flow ("read out"). At times hinders the communication.				Unnatural delivery severely hinders communication.				Communication is impossible.			

The marking criteria are based on the Common European Framework of Reference for Languages (http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp). An A equals a Level B2 in CEFR.

FURTHER POLICIES

Late work

Assignments are due on the date given in the course schedule below. For each day you hand your work in late I will deduct 3 points from your final grade. After ten days I will give you an F without prior warning.

Please hand in everything on Moodle (where possible – I realize this may not be an option for the weekly assignment component of the course). If there is a compelling reason you cannot hand in your work, please come and speak to me **in advance of the deadline**. Exams **must** be sat on the day listed in the schedule below unless there is a family or health emergency for which you can provide a valid medical note.

ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied. NB: Having someone write or edit your papers for you also goes against the Franklin University academic integrity policy

See the 2018-2020 Academic Catalog for the full statement (page 199)

All violations of academic integrity will result in an F for the assignment without the possibility of making it up and the violation will go into your academic record. You may also fail the course entirely and be subject to further disciplinary action on the part of the Dean. A second violation of academic integrity in your academic record can result in expulsion from the university. If you have questions about academic integrity that you are unsure about, please see me.

RESOURCES AVAILABLE

The Writing and Learning Center: Fowler Learning Commons, LAC 1st floor. You can arrange to work with the German language tutor by dropping by or writing to wlcenter@fus.edu to make an appointment.

Moodle site: The Moodle site for this course provides copies of all assignments for the course, extra readings, as well as places for you to upload your papers.

Learning Disabilities: If you have a documented learning disability, please make an appointment with the Accessibility Coordinator (cmoro@fus.edu) to discuss a plan of action for the semester. With the proper documentation, you have the right to request appropriate accommodations, for example, extra time for exams, exams in a quiet environment, or use of a laptop. The Accessibility Coordinator will help you determine the best accommodations for you.

COURSE SCHEDULE

Woche 1		Die deutsche Sprache: Was eint uns – und wie?
Montag, den 27. August		Grammatik-Labor/ Thematisches: Einführung zum Kursprogramm <i>Fit für den TestDaF</i> : Selbsteinschätzung Einleitende Schreibaktivität: Was eint uns - wieso Deutsch?
Donnerstag, den 30. August		Grammatik-Labor/ Thematisches: Einleitende Gedanken – Die deutsche Sprache: Was eint uns – und wie? Lektüre + Besprechung von Auszügen aus „Die Sprache öffnen“ (Zafer Şenocak)
Woche 2		Grimms Märchen – Sprachkeime einer Nation?
Montag, den 3. September		Grammatik-Labor: Verben/Der Satz Besprechung Ihrer DaF-Selbsteinschätzungen + Einführung zum TestDaF (Inhalt + Voraussetzungen – was können Sie erwarten?)
Donnerstag, den 6. September		Thematisches: Grimms Märchen – Sprachkeime einer Nation? Einführung zum Thema + einleitendes Material Lektüre/Vorbereitung (<i>bitte jede Woche vor dem Seminar/der Stunde machen – sämtliche Texte, Arbeitsblätter + zusätzliche Materialien finden Sie auf Moodle</i>): ▪ „Rotkäppchen“
Woche 3		Grimms Märchen – Sprachkeime einer Nation? (II)
Montag, den 10. September		Grammatik-Labor: Verben/Der Satz
Donnerstag, den 13. September		Thematisches: Grimms Märchen – Sprachkeime einer Nation? Lektüre/Vorbereitung: ▪ „Aschenputtel“

Woche 4	Kafka – Prager Deutsch
Montag, den 17. September	Grammatik-Labor: Adjektive + Artikel
Donnerstag, den 20. September	Thematisches: Kafka – Prager Deutsch: „die Unmöglichkeit, nicht zu schreiben, die Unmöglichkeit, deutsch zu schreiben, [und] die Unmöglichkeit, anders zu schreiben“ Einführung zum Thema + einleitendes Material Lektüre/Vorbereitung: Auszüge aus dem Kurzprosa Kafkas
Freitag, den 21. September	Deadline Portfolio I „Lesen“
Woche 5	Kafka – Prager Deutsch II
Montag, den 24. September	Grammatik-Labor: Konnektoren + Präpositionen
Donnerstag, den 27. September	Thematisches: Kafka – Prager Deutsch: „die Unmöglichkeit, nicht zu schreiben, die Unmöglichkeit, deutsch zu schreiben, [und] die Unmöglichkeit, anders zu schreiben“ Lektüre/Vorbereitung: Auszüge aus dem Kurzprosa Kafkas
Woche 6	Hermann Hesse: Deutschschreiben in Montagnola
Montag, den 1. Oktober	Grammatik-Labor: Vergangenes berichten
Donnerstag, den 4. Oktober	Thematisches: Hermann Hesse: Deutschschreiben in Montagnola Einführung zum Thema + einleitendes Material (Tessin + Deutsch) Lektüre/Vorbereitung: Auszüge aus <i>Tessin</i> (Hermann Hesse)

Woche 7	Hermann Hesse: Deutschschreiben in Montagnola
Ausflug während der Woche 7 (Datum wird zu einem späteren Zeitpunkt bekanntgegeben)	Thematisches: Hermann Hesse: Deutschschreiben in Montagnola Ausflug: Führung „Auf den Spuren von Hermann Hesse“ + Fragestunde (Hesse im Kontext) – <i>vorläufig für heute geplant</i> Lektüre/Vorbereitung: Auszüge aus <i>Tessin</i> (Hermann Hesse) http://www.hessemontagnola.ch/
Woche 8	Paul Celan: Das Unsagbare auf Deutsch ausdrücken
Montag, den 15. Oktober	Grammatik-Labor: Zukünftiges berichten
Donnerstag, den 18. Oktober	Thematisches: Paul Celan: Das Unsagbare auf Deutsch ausdrücken – „Schreiben an den Grenzen der Sprache“ Einführung zum Thema + einleitendes Material Lektüre/Vorbereitung: „Todesfuge“
Freitag, den 19. Oktober	Deadline Portfolio II „Hören“
Woche 9 + Woche 10	Akademische Reisewochen – haben Sie schöne und erfolgreiche Reisen!
Woche 11	Paul Celan: Das Unsagbare auf Deutsch ausdrücken II
Montag, den 5. November	Grammatik-Labor: Konjunktiv II

Donnerstag, den 8. November	Thematisches: Paul Celan: Das Unsagbare auf Deutsch ausdrücken – „Schreiben an den Grenzen der Sprache“ Lektüre/Vorbereitung: Ausgewählte Gedichte von Paul Celan
Woche 12	Sprache, Identität: Schwyzertüütsch schreiben
Montag, den 12. November	Grammatik-Labor: Indirekte Rede
Donnerstag, den 15. November	Thematisches: Sprache, Identität: Schwyzertüütsch schreiben Einführung zum Thema + einleitendes Material (Schwyzertüütsch) Lektüre/Vorbereitung: Ausgewählte Textauszüge aus den Werken neuerer Schriftsteller_innen aus der Schweiz
Freitag, den 16. November	Deadline Portfolio III „Übersetzen“
Woche 13	Sprache, Identität: Getürkte Texte
Montag, den 19. November	Grammatik-Labor: Passiv
Donnerstag, den 22. November	Thematisches: Sprache, Identität: Getürkte Texte Einführung zum Thema + einleitendes Material Lektüre/Vorbereitung: Auszüge aus <i>Das Leben ist eine Karawanserei hat zwei Türen aus einer kam ich rein aus der anderen ging ich raus</i> (Emine Sevgi Özdamar)
Woche 14	Eine Flucht in die deutsche Sprache
Montag, den 26. November	Grammatik-Labor: Wiederholung + Lückentest Prüfungsvorbereitung

Donnerstag, den 29. November	Thematisches: Abbas Khider – „Sie hat diese Knappheit“: Eine Flucht in die deutsche Sprache Einführung zum Thema + einleitendes Material (Flüchtling auf Deutsch und in den deutschsprachigen Ländern) Lektüre/Vorbereitung: Auszüge aus <i>Der falsche Inder</i>
Woche 15	Eine Flucht in die deutsche Sprache
Montag, den 3. Dezember	Grammatik-Labor: „Grammar Amnesty“ (Was verstehen Sie immer noch nicht? Machen Sie eine Selbsteinschätzung und bringen Sie Ihre Fragen mit!) Prüfungsvorbereitung
Donnerstag, den 6. Dezember	Thematisches: Senthuran Varatharajah – „Die Mitverantwortung der Sprache“: Eine Flucht in die deutsche Sprache Lektüre/Vorbereitung: Auszüge aus <i>Vor der Zunahme der Zeichen</i>
Freitag, den 7. Dezember	Deadline Portfolio IV „Sprechen“
Woche 16	Prüfungswoche (Finals Week)
Donnerstag, den 13. Dezember, 11.00-13.00 Uhr	Abschlussprüfung (Komponente: Grammatik, Lesen (im Stil des TestDaFs), Schreiben (im Stil des TestDaFs), evtl. auch Übersetzen)