

**Level II: Intermediate German I:**

(German 021, *Summer 2017, Jun 05, 2017 - Jul 07, 2017*)

**“Experiencing the German-Speaking World”**

**Instructor: Forrest Finch.**

*Office hours: Monday 5:30 pm - 6:30 pm, ICC 469 by appointment.*

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**Location: ICC 223B, MTWR 3:15 pm - 5:15 pm**

Course materials consisting of authentic German texts and other materials are made available for students via the course’s Blackboard site. ([www.campus.georgetown.edu](http://www.campus.georgetown.edu).) Due to copyright regulations, students must print course packets themselves.

TV-Series *Unser Lehrer Doktor Specht*. Audio-visual materials available online at the course’s Blackboard site: <https://campus.georgetown.edu>

Larry Wells & Jamie Rankin. *Handbuch zur deutschen Grammatik*. 5th edition. Boston: Houghton Mifflin, 2010.

**COURSE DESCRIPTION**

This course is the first half of the two-part course sequence at Level II within the German Department’s nationally recognized integrated curriculum “Developing Multiple Literacies.” The course is organized topically to familiarize students with contemporary life in the German-speaking world. In Intermediate I, we explore the following themes in our content-based instructional sequence:

Each thematic unit lasts approximately five weeks and consists of topically related visual and printed texts that allow students to encounter multiple perspectives and genres in both written and oral forms. Instead of the traditional approach to language instruction that is structured around a sequence of grammatical topics, this level relies on the texts themselves to provide the textual, informational, and lexico-grammatical features that serve as the basis for developing students’ language abilities. In other words, the texts act as a blueprint for the type of language use that is emphasized at this level, and textual engagement, through listening, reading, writing, and speaking, is the primary means for expanding students’ language abilities.

The primary text type that is used at this level to explore each theme is the story, — personal,

public and literary stories. Students typically encounter each text first in class and then engage it further out of class in preparation for subsequent in-depth thematic discussions in class. Class discussions often involve role play and/or group work as a way to enhance conversational and negotiating abilities.

In addition to becoming familiar with the content focus of each theme, students also will be asked to make cross-cultural comparisons between the U.S. and German-speaking countries and to relate the personal stories they encounter in the texts to their own experiences.

Theme 1: Wo ich zu Hause bin: Was heißt "Heimat"?

Theme 2: Nationalstolz – eine deutsche Debatte

Theme 3: Von Kunst bis Kitsch: die Kulturstadt Wien

To demonstrate their progress during the course of the semester, students will complete formal speaking and writing tasks that focus on specific topical issues and language features as exemplified in the texts. Students will also be quizzed periodically on specific language features that have received explicit instructional attention.

In terms of Level II's place within the curriculum, its topics expand on those in Level I, in terms of complexity and variety, in terms of length, in terms of complexity of the language, and in terms of presumed cultural knowledge that invites a number of perspectives on a given issue. And its emphasis on improving students ability to narrate, compare and contrast, express opinions, and establish causal relationships in speaking and writing lays the groundwork for the historical treatment of stories and histories in Level III.

***By the end of the level, students***

- 1) will have a good understanding of contemporary life in the German-speaking world with some in-depth knowledge of major social, political and cultural issues;
- 2) will be able to comprehend authentic materials (video, native speaker conversation) with global comprehension and some fine point knowledge analysis;
- 3) will be able to produce spoken and written discourse from description to narration, to formulation of argument and/or hypothesis, incorporating an increasing variety of style and complexity;
- 4) will have improved their writing abilities through extensive writing in a variety of formats (descriptions, dialogues, essays, creative writing) progressing from descriptive and narrative to evaluative and analytical, increasing in length and complexity;
- 5) will have produced both oral and written presentations of various length and formats.

**ASSESSMENT**

**Class participation (15%).** Since regular class participation is essential for learning a language, participation is monitored on a daily basis and represents a substantial portion of the final grade. By coming prepared to class and by participating actively in all class activities, students will 1) build up confidence in using German, 2) learn how to find a balance between accuracy, fluency and complexity. In-class work is based on the following criteria:

Grade	Criteria
A	always well-prepared always is attentive and eager to volunteer always tries to use German with classmates and instructor always makes the most of each exercise shows real resourcefulness and imagination when using the language always responds to and engages classmates in a respectful manner remains critical and open-minded toward target and native culture
B	usually well-prepared usually is attentive and volunteers occasionally usually tries to use German with classmates and instructor usually makes the most of each exercise completes exercises with some imagination and resourcefulness makes some effort to engage fellow students shows some development of cultural sensitivity
C	adequately prepared and attentive occasionally needs to be reminded to use German with instructor and classmates responds and completes exercises with minimal imagination does not engage classmates beyond the minimum requirements for an assignment
D	usually unprepared makes little effort to participate or complete exercises rarely tries to use German with instructor or classmates
F	makes no contribution to class whatsoever

NOTE: You will be given a 0 for class participation for every session you miss.

**Speaking tasks (15%).** Every student will participate in formally assessed speaking tasks at the end of each unit. The contributions to these prepared presentations will be graded according to specific guidelines handed out in advance.

**Essay writing (25%).** Our approach to writing is process-oriented. There will be regular essay assignments, generally with a rewrite. Essays are to be typed, 12 point, double-spaced with 1" margins and handed in on time. Specific guidelines will be given in advance of each essay, along with information regarding the features that are expected. First drafts are graded and returned

with extensive feedback to help students revise their work. Revised essays are also corrected and graded and can improve the final essay grade. Students are encouraged to utilize the Department's tutoring desk and their instructor's office hours in the writing process.

**Quizzes (10%).** Students will have short quizzes which target content vocabulary and specific work done in class on formal aspects of the language.

**Homework (20%).** There will be regular assignments to be handed in. These include worksheets for extensive reading and listening outside of class. All assignments will be assessed on thoroughness and accuracy. Late homework will be assessed a penalty.

**Final Exam (15%).** A final exam will be administered during the exam period at the end of the semester and will consist of textual, informational, and lexicogrammatical features that were emphasized during the semester.

#### **Grading Scale** (as indicated in Undergraduate Bulletin)

- A. **Homework (15%).** A sustained and consistent level of preparation for all aspects of classroom work is critical 1) to ensure regular engagement with focused material outside of class, leading to better preparation for class; 2) to practice and improve accuracy of vocabulary and grammatical forms, particularly through writing to learn activities (e.g., work book practice; 3) to engage in more extended language use that cannot be accomplished in class (e.g., listening comprehension with audio-visual materials, reading comprehension, and beginning writing tasks; 4) to provide an opportunity to work with other students in the class on more comprehensive communicative tasks. Late homework will be assessed a penalty.

*Note:* You are permitted and even encouraged to use the answer keys in the back of the textbook and the workbook to check your answers and to help you complete the homework assignments effectively. However, there should be a clear indication on your homework (e.g., a different color ink) where and to what extent you have used the answer key to assist your completion of the assignment. Failure to do so could result in your receiving no credit for that homework assignment.

- B. **Quizzes (25%).** At the end of each chapter, quizzes, approximately 20 minutes in length, will assess students' knowledge in specified areas of thematic and cultural as well as linguistic knowledge. Quizzes will comprise reading, writing, and listening skills.  
Quizzes cannot be made up.
- C. **Writing (15%).** Over the course of the semester you have many informal occasions for learning to write in German (e.g., through workbook assignments). In addition, there are graded writing assignments. Over the course of the semester they gradually increase in length and complexity, and you will be expected to write two drafts for each assignment.
- D. **Speaking Ability (10%).** You will complete several graded speaking tasks during the semester. Each presentation allows students, as individual speakers, to use German in a best case scenario. The speaking task will generally have been modeled by the instructor

and students will have had an opportunity to rehearse a similar task in an ungraded situation. Students will have had time to prepare their presentations, shape them for appropriate and interesting content, discuss them ahead of time with the instructor, create visual aids, and plan them well with regard to fluency and accuracy of language use.

- E. **Written Final Exam (15%).** While quizzes pertain to highly targeted specific features of the language and expect relatively high levels of formal accuracy, the mid term and final examinations focus on integrated tasks (e.g., reading and listening comprehension, short writing assignments, speaking) and address both language and content knowledge.

***Grading Scale (from Undergraduate Bulletin)***

A	93-100
A -	90-92
B+	87-89
B	83-86
B -	80-82
C+	77-79
C	73-76
C -	70-72
D+	67-69
D	65-66
F	below 65

**ATTENDANCE**

You are required to attend all classes. Exceptions, and absences for these purposes will be excused. Be prepared to show proof of the need for the absences, however, if your instructor asks for it. Note that quizzes cannot be made up and that any exam conflict must be cleared with the instructor in advance, or no credit will be given.

**AUDITING POLICY**

Auditors must officially register for the course as an auditor through the University Registrar's office. A sustained and consistent level of preparation for all aspects of classroom work is critical, even for the auditing student. In order to foster a positive learning environment for auditors and graded students alike, auditors are required to fulfill all tasks (i.e. written assignments, oral presentations, etc.) that graded students perform, maintain a C average in the course, and attend regularly. The Graduate School will be informed if these requirements are not met, and the auditing student will be required to withdraw from the course.

## Help on Writing Assignments

Independent work on writing assignments is required, as you are learning to make meaning in the foreign language through composing about particular topics within our content themes. The following is an example of acceptable and unacceptable resources for help on the writing tasks:

Acceptable resources:	Unacceptable resources
<ul style="list-style-type: none"> <li>• dict.cc</li> <li>• linguee.com</li> <li>• German Department help desk</li> <li>• your instructor</li> </ul>	<ul style="list-style-type: none"> <li>• online translators</li> <li>• error correction and proof reading by native speakers, experts or students who took the class in the past</li> </ul>

## Honor Policy

All courses in the Department of German strictly adhere to the Honor Code of Georgetown University. Your work in class and on all take-home assignments should be your own. If you have any questions about what constitutes academic honesty within the framework of this course, please speak with your instructor. In cases of alleged violations, the procedures described in the Honor Code will be followed.

## Students with Disabilities

If you have a disability and want to receive accommodations in this course, then you must contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) to find out how to register as a student with a disability. The Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. It is located in the Leavey Center, Suite 335.