

**Level III: Advanced German I
German 101-10, Summer 2018
German Stories, German Histories**

INSTRUCTOR: Name John Forrest Finch
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LOCATION/TIME: 3:15 pm - 5:15 pm, MTWR, Intercultural Center 207A

MATERIALS: 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.) Due to copyright regulations, students must print course packets themselves.

Audio-visual materials available online at the course Blackboard site:
<https://campus.georgetown.edu>.

Mary Fulbrook. *The Divided Nation. The History of Germany 1918-1989*. New York: Oxford University Press, 1991.

Larry Wells & Jamie Rankin. *Handbuch zur deutschen Grammatik*. 4th edition. Boston: Houghton Mifflin, 2004. (Recommended Grammar Review)

In addition to these materials, students at this level should invest in a German-German dictionary for learners of German, such as the Langenscheidt *Großwörterbuch Deutsch als Fremdsprache*.

COURSE DESCRIPTION

This course is the first half of the two-part course sequence at Level III within the German Department's nationally recognized integrated undergraduate curriculum "Developing Multiple Literacies". The course is designed to provide students thorough exposure to contemporary historical and social issues in Germany from 1945 to the present. In Advanced I, we explore the following themes in our content-based instructional sequence:

- * Theme 1: Deutschland nach 1945: Kriegsende, deutsche Teilung, Wiederaufbau
- * Theme 2: Zwei deutsche Staaten (1949-1989)

Drawing on the dual meaning of the German word *Geschichte* (i.e., history *and* story), the theme-oriented instructional units in Level III emphasize personal and public stories in German history, while connecting oral narratives with written narratives. Students improve their ability to narrate, compare and contrast and establish causal relationships in speaking and writing. Through the integration of all modalities, this course promotes accuracy, fluency and complexity in language use. The development of advanced reading and writing is considered the primary means for expanding students' language abilities at this level of language instruction.

APPROACH AND COMPONENTS

In this theme-based course, students gain background knowledge about public events in postwar German history and then read and view personal narratives about these events for the purposes of examining the intersection of the public and private spheres of contemporary German society. Each thematic unit lasts approximately seven weeks, thereby allowing students to encounter multiple perspectives and genres in both written and oral forms. The texts themselves provide the textual, informational, and lexicogrammatical features that serve as the basis for developing students' abilities as advanced learners of German. In other words, the texts act as a blueprint for the type of language use that is emphasized at this level. During the course of each thematic unit, students focus on specific aspects of advanced language use

and exhibit their developing abilities on formally assessed speaking and writing tasks. In addition, students will periodically be quizzed on specific language features that have received explicit instructional attention.

Reading: Students read extensively throughout the course of the semester. Effective reading behaviors will be introduced, modeled, and practiced in class to promote productive, independent readers. Reading-based tasks, prepared outside of class and often including a lexicogrammatical focus, provide the foundation for further text work in class. The readings represent a range of genres and perspectives and thereby allow students to develop the ability to recognize author intentionality and genre-specific features. In addition, students read an English-language history of Germany in order to gain a broad historical context for the shorter and more topically oriented readings in German. Short graded written assignments will accompany the readings.

Writing: By producing their own written texts based on textual models, students will begin to integrate topical information from the readings on German culture and history. Essay writing adheres to a multi-draft, process-oriented approach and progresses in length, complexity and type of narrative (i.e., personal to public). In addition, short writing assignments will also enhance relevant vocabulary and structures.

Speaking: Increasing fluency, complexity, and accuracy of speech is a primary goal of this course. Thus opportunities for speaking -- including individual, paired and group work --are a central component of the curriculum.

Listening: At this level, students listen to increasingly longer segments of oral speech (full length films and videos from German television). While the development of listening abilities is an integral part of daily classroom interaction, students will be given specific tasks and guidelines for intensive listening work outside of class.

By the end of Level III, students will

- have an understanding of post-war historical events and of contemporary life in Germany;
- know how to approach authentic materials (television, news programs; videos) and use acquired knowledge to discuss and understand related issues;
- produce paragraph-length dialogue, moving from the personal to the public narrative and to the formulation of argument and critical analysis in a formal setting;
- possess knowledge of phrases necessary to engage in meaningful interactive discussion;
- read non-fiction and literary texts independently;
- improve their writing abilities through regular composition assignments
- possess strategies for vocabulary building and reading.

ASSESSMENT

Class participation (25%). 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, typically structured as panel discussions or talk shows, a couple of times during the semester. The contributions to these prepared discussions 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 (10%). 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. Included in this assessment category are the responses to the readings in the Fulbrook text. 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	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 every class. Extended illnesses and family emergencies will be treated as 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.

DEPARTMENTAL ACTIVITIES

Your instructor will keep you informed of departmental and campus events related to the German-speaking world. One way of receiving the latest information from the department is by joining the department's Listserve. Information on how to join is in the front of your course packet.

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

ACADEMIC HONOR

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) 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.