

Level II: Intermediate German II
German 022, Second Session, Summer 2022
Experiencing the German-Speaking World

Contact Information: *Instructor: J.B. Potter*
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Meeting Location: TBA

Materials: Larry Wells & Jamie Rankin. *Handbuch zur deutschen Grammatik*. 6th edition. Boston: Houghton Mifflin, 2016.

Patrick Süskind. *Die Geschichte von Herrn Sommer*. Zürich: Diogenes Verlag, 1991.

The Course Packet, consisting of authentic German texts and other materials, is available on the course management website (www.canvas.georgetown.edu). Due to copyright regulations, students should print the packet themselves.

Audio-visual materials are available online through the course management website.

Course Description

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

- Theme 4: Natur, Mensch, Umwelt
- Theme 5: Märchen
- Theme 6: Die deutschsprachige Welt aus ausländischer Sicht

Each thematic unit lasts approximately one to two 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 lexicogrammatical 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.

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 semester students

- 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;
- will be able to comprehend authentic materials (video, native speaker conversation) with global comprehension and some fine point knowledge analysis;
- 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;
- 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;
- 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	93+
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.

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 have taken the class in the past

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) 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.

Sexual Misconduct Resources

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence, sexual harassment and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.