

GERMAN 1001**INTRODUCTION TO GERMAN LANGUAGE AND CULTURE, LEVEL I**

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Herzlich Willkommen in Deutsch 1001!**COURSE DESCRIPTION:**

“Introduction to the German language and culture I. Prerequisite: ENGL 0099 and READ 0099 if required. Introduction to the German language and culture, stressing progressive acquisition of effective communication skills in both the written and spoken language and an understanding of the practices and products of German culture. Not open to native speakers of German.” (Kennesaw State University Undergraduate Catalog 2006-2007, p.326).

BOOKS:Required Books:

- Sevin, Dieter and Ingrid Sevin. Wie geht's? An Introductory German Course. 8th ed. Thomson/Heinle, 2007.
- ILrn book key and course code for online resources. **See your instructor about online resources.**

Recommended Books:

- any standard College Dictionary English-German/German-English, e.g. Harper Collins, College Ed., Cassel's Langenscheidt, Bantam Books
- Strutz, Henry. 501 German Verbs. 3rd ed. New York: Barron's Educational Series, 1998.
- Zorach, Cecile, and Charlotte Melin. English Grammar for Students of German. Olivia & Hill Press, 2001.
- Rubin, Joan, and Irene Thompson. How To Be A More Successful Language Learner. 2nd ed. Heinle & Heinle, 1994.
- Donald, Sydney G. and Pauline E. Kneale. Study Skills for Language Students: A Practical Guide. Oxford UP, 2001.

COURSE GOALS:

In this course, students develop effective communication skills in German appropriate to this stage of language study and expand their knowledge of language and culture.

GENERAL POLICIES:

- **Academic integrity:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- **Disability Policy:** Kennesaw State University provides program accessibility and reasonable accommodations for persons identified as disabled under Section 503 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must

visit the Office of Disabled Student Support Services (ext. 6443) and arrange an individual assistance plan. In some cases, certification of disability is required.

- GRMN 1001, 1002, 2001, and 2002 must be taken in sequence. That is, once a higher-level course has been completed, students may not enroll in a lower-level course in the same language. Students may not enroll in more than one course in the sequence at the same time. Students may not enroll in any course in this sequence if they have completed a course or are currently enrolled in a course at the 3000 or 4000 levels. Students not adhering to this policy will be administratively withdrawn from courses to assure compliance.

GENERAL EXPECTATIONS:

■ PREPARATION, PARTICIPATION, ATTENDANCE, AND HOMEWORK:

Active class participation is essential to a foreign language course. Effective class participation requires regular attendance, active involvement in in-class activities, and proper preparation prior to class. Since in-class time will be used primarily for practice and application of the material, it is the student's responsibility to prepare him/herself for vocabulary and grammar lessons. Proper preparation will result in excellent in-class performance and effective language learning.

Homework will be assigned in class unless otherwise specified in the syllabus or by the instructor. The instructor will collect or have students read homework to ensure students' accurate completion of the tasks and to allow for questions to be answered. On the days indicated in the syllabus, the instructor will collect written homework to assess that portion of the student's grade (e.g. homework portfolio #1 due).

Composition and roleplay topics will be announced/distributed in advance. Students will rewrite their composition once to improve their score (max. one letter grade, or 10%). Students must turn in the revised composition and the graded original within one week after the original composition was returned.

All homework assignments have to be submitted or delivered on time. If a student is absent on a "due date," s/he is responsible for having her assignments turned in by someone else. Students who have to be absent on any given date are expected to obtain notes and homework assignments from a classmate and to study the material covered in class. Students may miss three class meetings without penalty. For additional absences, 3% of the final grade will be deducted.

■ FLRC (Foreign Language Resource Center) AND OTHER RESOURCES:

The "ilrn" online components accompany the textbook, complementing and reinforcing the material covered in class. Students can access these resources from any lab on Campus, and possibly from their own home. In order to acquaint students with the services provided by the FLRC, students are required to spend a minimum of nine hours per semester in the lab.

The instructor will verify completion of these components at the end of every chapter and as indicated in the course schedule.

Since this class meets only twice a week, the instructor strongly recommends that students make use of the following resources:

- Resources offered though the instructor (visit the German office in PS 253 and check out the German video library (feature films, cultural and historical documentaries, and language learning videos), books, magazines, newspapers, etc.);
- Register for free announcements via the KSU German Studies email database;
- Attend "Kaffeeklatsch," the weekly luncheon table, Thursdays 12:30-1:30 on the Student Center Patio (look for the table with the tablecloth);
- Join the KSU German Club for weekly, monthly, and special events;
- visit the FLRC frequently (explore German language software, work with the German language tutor, access German websites, etc.)
- Explore the following websites:
 - <http://ilrn.heinle.com> (the textbook online companion website (only accessible with purchased book key and course code); the open website is not appropriate to earn credit for assignments)
 - http://www.kennesaw.edu/foreignlanguage/faculty/Sabine_Smith.html (Dr. Smith's faculty webpage)
 - http://www.kennesaw.edu/foreign_lang/german.html (The German Resource Center – complete with music from Hogan's Heroes)
 - <http://grmnquiz.tripod.com/index/index.html> (interactive culture quiz in English)

- <http://www.arches.uga.edu/~pcavin/> or <http://grmnquiz.tripod.com/index/index/html> (interactive grammar exercises in German)
- <http://www.germany-info.org/relaunch/index.html> (excellent cultural, historical & current events info by German embassy in US – a MUST see)
- <http://www.germany-info.org/relaunch/index.html> or <http://german.about.com/mbody.htm> (humorous, witty culture and language info from an expert)
- <http://www.germany-tourism.de/> (good cultural overview site in English)
- <http://www.austria.info/xxl/site/de/index.html> (cultural and current events info about Austria)
- <http://www.swissinfo.org/ger/index.html> (info about Switzerland)
- <http://www.germany-info.org/relaunch/index.html> or <http://german.about.com/mbody.htm> (humorous, witty culture and language info from an expert)
- Read German news on the following websites:
 - www.diewelt.de
 - www.diezeit.de
 - www.yahoo.de
 - www.spiegel.de
- Find German literary texts here:
 - www.gutenberg.spiegel.de

STUDENT LEARNING OUTCOMES:

This course will contribute to the attainment of the following general (GSLO) and specific (SSLO) student learning outcomes of the B.A. in Modern Language & Culture (ML&C):

GSLO ML&C 1: LANGUAGE, LINGUISTICS, & COMPARISONS

Learners are proficient in using the target language, are familiar with the target language system, and seek opportunities to further develop their skills and knowledge. (*Knowledge, Skills, Attitudes*)

SSLO ML&C 1.a.: Demonstrating Language Proficiency.

Learners demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency. (*Knowledge, Skills, Attitudes*)

To address this outcome, learners will

- learn to write basic sentences in the present tense. Upon completion of GRMN 1001, learners are expected to be at the Novice-Mid level on the ACTFL scale.

Assessment:

- Students will complete daily writing assignments, complete a composition of approx. 100 words, and take three in-class written chapter tests

- learn to speak about topics covered in class. Upon completion of GRMN 1001, learners are expected to be at the Novice-Mid level on the ACTFL scale.

Assessment:

- Students will participate in roleplays and deliver short oral presentations

- develop their reading skills.

Assessment:

- Students will complete a reading comprehension portion in three in-class written chapter tests.

- develop their listening skills.

Assessment:

- Students will complete a listening comprehension portion in three in-class written chapter tests.

- Students will participate in roleplays

SSLO ML&C 1.b.: Understanding Linguistics.

Learners know the linguistic elements of the target-language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target-language system by learning on their own. (*Knowledge, Skills, Attitudes*)

To address this outcome, learners will

study specific lexical fields and grammatical structures to gain an understanding of the rules that govern the German words and sentences.

Assessment:

- Students will complete either flashcards, sections in the workbook, segments on the CD-Rom, or assignments on the internet.
- Students complete appropriate portions on the three in-class written chapter tests.

SSLO ML&C 1.c.: Identifying Language Comparisons.

Learners know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (*Knowledge, Skills, Attitudes*)

To address this outcome, learners will

Study German-speaking countries beyond Germany. They will begin to study lexical variants within German and among German-speaking countries, such as regional differences in formulating greetings and farewells.

Assessment:

- Students complete assignments.

GSLO ML&C 2: CULTURES & LITERATURES

Learners know the literature and culture of the target language countries. They use this knowledge to interpret and reflect upon the perspectives of the target culture in relation to its practices and products. (*Knowledge, Skills, Attitudes*)

SSLO ML&C 2.a.: Demonstrating Cultural Understandings.

Learners demonstrate that they understand the connections among the perspectives of a culture and its practices and products. (*Knowledge, Skills*)

To address this outcome, learners will

begin to study the cultures of German speaking countries via readings, internet exercises, or extra-curricular experiences.

Assessment:

- Students complete the culture-component in three in-class, written, chapter tests.
- Students demonstrate their cultural understanding in roleplays.

SSLO ML&C 2.b.: Demonstrating Understanding of Literary and Cultural Texts and Traditions.

Learners recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time. (*Knowledge, Skills, Attitudes*)

To address this outcome, learners will

(at the instructor's discretion) complete reading assignments, view films, or search the in the internet for "texts" that reflect the cultures of the target language.

Assessment:

- Students will complete assignments at the instructor's discretion.
- Students complete the culture component in three written in-class chapter tests.

VOCABULARY TO BE COVERED IN GERMAN 1001:

- Greetings and farewells; introducing yourself
- Colors, numbers, clothes
- Talking about time, seasons, weather

- Identifying people and things
- Talking about friends, family members, daily routines

CULTURAL TOPICS TO BE COVERED IN GERMAN 1001:

- Cities, landscapes, and climate in the German-speaking countries
- German and Germans in the world
- Products and practices in German-speaking countries
- Learning a foreign language

GRAMMAR POINTS STRESSED IN GERMAN 1001:

- Gender and number of nouns
- Present tense statements
- Nominative, accusative, and dative cases
- Sentence structure

TESTING:

After the introductory segment in Schritt 1-5, there will be continual assessments at the end of each chapter. While each first assessment of its kind will be weighed somewhat lower than the subsequent ones, all students must take all exams.

All written exams will test the student's listening, reading, writing, and cultural competency skills; they will include sections on specific vocabulary and grammar lessons. In addition, there will be oral assessments; these will gauge the students' pronunciation skills and their ability to interact with peers in situations previously discussed and practiced (roleplays).

During finals week there will be a comprehensive oral final exam. To complete the course successfully, students need to take the final exam.

To verify students' abilities to keep up with the assignments, vocabulary quizzes may be given. Quizzes cannot be made up. Quiz results will be included in the percentage of the homework portfolio grade.

Criteria for evaluation of speaking:

The objective is for the student to communicate a comprehensible spoken message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the comprehensibility of the student's message.

- Fluency (is the delivery so slow and halting that it interferes with comprehension, or is it beginning to be smoother and more like normal speech even though utterances may be quite brief?)
- Pronunciation (is pronunciation accurate enough so as not to interfere with comprehension by an individual accustomed to dealing with non-native speakers of German?)
- Accuracy (although speech may not be error free, is it correct enough to make sense, to be understood by individuals accustomed to dealing with non-native speakers of German?) Elements to be considered under the category "accuracy" are control of verb tenses appropriate to this level and comprehensibility. Speech that interferes with comprehensibility of the message should be penalized.
- Vocabulary (is it appropriate for this level and is the student able to use it in context?)
- Creativity (is the student beginning to be able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings and emotions, and to present information accurately to a degree appropriate for this level of study?)

Criteria for evaluation of writing:

The objective is for the student to communicate a comprehensible written message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the overall comprehensibility of the student's message.

- Content (Is the argument, or content, clearly defined? Are ideas connected, clearly presented in a logical, straightforward manner and supported by examples where appropriate?)
- Organization (Does the writing sample present ideas and a conclusion in a logical sequence that clearly indicates how one idea leads to the next? Are transitional devices used appropriately for this level of

study? In other words, does the writing sample have a clearly stated theme, perhaps even a thesis statement, as well as a beginning, middle and end?)

- (c) Vocabulary (Does the student demonstrate appropriate use of vocabulary in context for this level of language learning?)
- (d) Accuracy (Does the student demonstrate an appropriate use of grammar at this level of language learning?)
- (e) Creativity (is the student able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings and emotions, and to present information accurately?)

GRADING:

<u>Grade Scale:</u>	A= 100%-90%
	B= 89%-80%
	C= 79%-70%
	D= 69%-60%
	F= 59%-0%

Final Grade and grade distribution: There are 1000 possible points to be earned in the course. They are distributed as follows:

4 chapter tests (written and aural)	400 pts. = 40 %*
1 composition	100 pts. = 10 %*
3 roleplays (last one is the Final Exam)	300 pts. = 30 %*
<u>Homework portfolio (textbook and i.lrn, incl. FLRC hours)</u>	<u>200 pts. = 20 %</u>
Total:	1000 pts. = 100 %**

Note:

*These assessments are staggered in their importance:

Type of assessment:	Point value of assessment:
Test #1 Presentation/pronunciation exercise Roleplay #1	50 points each
Tests #2 + 3 Roleplay #2	100 points each
Test #3 Roleplay #3 (Final exam)	150 points each

** The total score can be boosted by students taking advantage of either one or both of these options:

Learn & Serve opportunity: Apply your German skills with appropriate agencies/institutions (see Dr. Sabine Smith, PS 253, for facilitation and approval) for a minimum of three (3) hours for a total of seven (7) weeks; keep a record on the experience and get a maximum of 200 pts. toward your final course grade; the learn&serve grade will replace any 20 % component of your final course grade except for the homework portfolio and the final exam grades.

Extra credit: Attend a German cultural event, research German websites or German language software, or view a German film (see your instructor or Dr. Sabine Smith for prior approval), and write a 1,000 word account in English on the experience for max. 100 extra points or 10% added to your final score; limit one extra credit assignment per student per course.

Assignments cannot be made up. If a test is missed, the grade is 0.

CLASS SCHEDULE: GRMN 1001 Spring 2008

T-TH Schedule

1.	T	01/08	Introduction and Orientation
2.	TH	01/10	Schritt 1
3.	T	01/15	Schritt 2

4.	TH	01/17	Schritt 3
5.	T	01/22	Schritt 4
6.	TH	01/24	Schritt 5
7.	T	01/29	<u>TEST REVIEW</u>
8.	TH	01/31	Test Schritt 1- 5 <u>+HOMEWORK PORTFOLIO #1 DUE</u>
9.	T	02/05	Kapitel 1
10.	TH	02/07	Kapitel 1
11.	T	02/12	Kapitel 1
12.	TH	02/14	Kapitel 1
13.	T	02/19	Kapitel 1
14.	TH	02/21	Kapitel 1+ <u>ROLEPLAY (dry-run/ungraded)</u>
15.	T	02/26	<u>TEST KAPITEL 1 + HOMEWORK PORTFOLIO #2 DUE</u> <u>+ 3 FLRC hours due</u>
16.	TH	02/28	Kapitel 2
17.	T	03/04	KEINE UNI!!!
18.	TH	03/06	KEINE UNI!!!
19.	T	03/11	Kapitel 2
20.	TH	03/13	Kapitel 2
21.	T	03/18	Kapitel 2
22.	TH	03/20	Kapitel 2 + <u>ROLEPLAY#1</u>
23.	T	03/25	Kapitel 2
24.	TH	03/27	Kapitel 2 + <u>TEST REVIEW</u>
25.	T	04/01	<u>TEST KAPITEL 2 + HOMEWORK PORTFOLIO #3 DUE</u> <u>+ 3 FLRC hours due</u>
26.	TH	04/03	Kapitel 3
27.	T	04/08	Kapitel 3+ <u>COMPOSITION DUE</u>
28.	TH	04/10	Kapitel 3
29.	T	04/15	Kapitel 3 + <u>TEST REVIEW</u>
30.	TH	04/17	Kapitel 3 + <u>ROLEPLAY #2</u>
31.	T	04/22	<u>TEST KAPITEL 3 + HOMEWORK PORTFOLIO #4 DUE</u> <u>+ 3 FLRC hours due</u> <u>+ EXTRA CREDIT, LEARN & SERVE DUE</u>
32.	TH	04/24	Letzter Tag: Summary + Preview of Final

FINAL EXAM:

GRMN 1001/01 #10887 Dr. Kelley

T 4/29

9:30 – 10:45 AM

VIEL SPASS IN DEUTSCH 1001!