

DEUTSCHKURS 202
Syllabus

Fruehlingssemester 2001
Dr. Delia Fabbroni-Giannotti Nisbet

TEXTS: **IMPULSE** by Crowner – Lill 2nd edition
IMPULSE Arbeitsbuch by Crowner- Lill 2nd. edition
Handbuch zur deutschen Grammatik by Larry D. Wells second edition

Course objectives

In this Level II (courses German 201 and 202) , each student will begin to develop self-expressions across a variety of culturally and politically significant topics, thereby increasing both accuracy and fluency of comprehension and production. These content and language challenges – comparisons, contrasts, causality, imagination, and speculation– lay the foundation for the historical treatment of stories and histories in other intermediate and upper level courses.

Partner and group work is central to enhancing students' conversational and negotiating abilities. All students are involved in tracking and assessing their own progress through oral entrance and exit interviews, written work, and self-assessment forms.

By the end of Level II, students will have a good understanding of contemporary life in a German-speaking world with some in-depth knowledge of major, social, political and cultural issues. The student will be able to comprehend authentic material such as film, radio, video, and native speaker conversation as well as produce spoken and written discourse from description to narration, to formulation of argument incorporating an increasing variety of styles and complexity. The student will have improved his or her writing skills through extensive writing in a variety of formats and will have produced both oral and written presentations of various length and formats, culminating in a collaborative research on a topic of interest for presentation to the class.

Approach and Components

In order to reach these goals, it is expected that students actively participate in all classroom activities and keep up with out-of-class work, such as independent projects and homework. Participation entails consistent, creative contribution to class discussion and all collaborative work.

Throughout the course, the instructor favors an approach that highlights in-depth thematic discussion as well as linguistic(grammatical) accuracy and progress.

Features in this course are:

- Intensive and extensive listening through video
- intensive and extensive reading through short and long works outside of class;

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- textual analysis in class, and multiple draft writing assignments.

Please note that neither class-work nor quizzes can be made up. More than **THREE unexcused absences will lower the final grade.** Any exam conflict must be cleared with the instructor in advance, or no credit will be given. **Homework will be assigned at the end of each class meeting.**

Modes of Assessment

All assessment features address content and language form and are designed to emphasize linking the various modalities and building up in terms of accuracy, fluency and complexity. A process-oriented approach allows for draft revisions, extensive feedback, and portfolios of progress throughout the semester.

Aufsätze (20%) Extended written assignments will build in length and content over the semester and year. There will be one Aufsatz per thematic module. Rewrites are required. rewriting an Aufsatz requires not only correcting errors but expanding argumentation and complexity and improving stylistic elements of the essay. Both the draft and the final version will be incorporated into each Aufsatz grade, and progression over the semester will be evaluated for this portion of the course grade.

Quizzes/Tests (15%) One quiz/test per chapter will cover three modalities (listening, reading, writing,) as well as content and grammar points under discussion. There will be five to six quizzes per semester.

Final (15%) The final exam will consist of the interpretation of a short literary text never read before. The student is allowed the use of the dictionary.

In-Class Work (15%) Daily in-class work includes brief oral and written presentations, group work, participation and attendance. Participation is defined as active engagement in class discussion. Simply *attending* a given class is *not* the same as participating.!!

Daily Written Work (15%) Daily brief written assignments will emphasize linguistic accuracy within specified formats.

Oral Presentation (10%) Independent research forms the basis of this collaborative work which will describe a cultural issue and interpret its significance for German society. The oral in-class presentation should last 8-10 minutes and includes audio-visual support and extemporaneous speech, i.e., *no* reading allowed! Grades will emphasize creativity, thoroughness of preparation and materials, cultural and linguistic accuracy, and content.

Interviews (5%) A series of interviews will establish a tape recorded “portfolio” of student progress in speaking- beginning with an entrance interview with the instructor in the first week of class which is informal, followed by a *mid-semester (mid-term)* discussion with the instructor on one issue covered in class chosen by the student and prepared in advance.

The final exit interview (5%) will be graded for communicative fluency, lexical and topical creativity, and linguistic (grammatical) accuracy. For the exit interview, students are not expected to prepare specific topics for discussion. The instructor’s assessment will balance the interviews for progress over the semester.

All courses in the Department of German strictly adhere to the Honour Code of Oxford College. In case of alleged violations, the procedures described in the Honour Code will be followed.

Course Calendar

<u>DATUM</u>	<u>KLASSENUNTERRICHT</u>
Mon.17. Jan.	WILLKOMMEN!! Kapitel 6 Impulse “Die Wiedervereinigung” Einfuehrung in den Lesetext pp.162-163/ Lesestrategie: Zentrale Gedanken pp. 171-172
Frei 19 Jan.	Beim Lesen p. 173
Mo. 22 .Jan.	Zur Diskussion: Fragen und Antworten , pp. 179-181 Ihre Reaktion #2 p. 186
Mitt. 24. Jan.	Grammatik Handbuch zur deutschen Grammatik Kap. 2 Relativpronomen pp. 331-334/ Impulse Relativpronomen pp. 186-190
Frei. 26. Jan.	Radiomagazin/ Videomagazin
Mo. 29. Jan.	Debatte pag. 184 Essay (due Feb. 9th)
Mitt.31. Jan	Quiz/Test Kap. 6 (the oral component will be presented by the students outside of class in the office of the instructor. Frage: Ihre Erfahrung, pag. 185
Frei.2. Febr.	Test/Kap. 6 Hoeverstaendnis. Kapitel 7 Impulse “Als Arzt in Afrika” Einfuehrung in den Lesetext pp.193-194. Wortschatzuebungen pp. 199-202
Mo. 5. Febr.	Beim Lesen pp. 204-208
Mitt.7. Febr.	Zur Diskussion: Fragen und Antworten, pp. 208-210. Ihre Reaktion # 2 p. 214-215.
Frei. 9. Febr.	Grammatik Handbuch zur deutschen Grammatik Kap. 15 pp. 200-209/

Mo. 12 Febr.. Radiomagazin/ Videomagazin
Mitt. 14 Febr. . Debatte p. 212 **Essay (due 28 Febr.)**
Frei. 16 Febr. **Quiz/Test Kap. 7 (oral presentation in my office in the afternoon exercise p. 213)**

Mo. 19 Febr. **Quiz/test Hoeverstaendnis Kap. 7**
 Kapitel 8 "Mit der Bahn durch Europa" Einfuehrung in den Lesetext p. 224-229. Wortschatz, Textueberblick, Lesestrategie.
Mitt. 21. Febr. Lesetext pp. 237-240
Frei. 23. Febr.. Zur Diskussion: Uebungen K,L, und N. Ihre Reaktion # 2.

Mo. 26 Febr. **Grammatik Handbuch..** Kap. 10 p. 124-127 Uebungen F,G,H,I. Impulse pp. 246-254.
Mitt. 28. Febr.. Radiomagazin, Videomagazin
Frei. 2. Maerz. Debatte p. 244 **Essay (due am 16. Maerz)**

Mo. 5. Maerz. **Quiz/Test Kap. 8 / Oral Interview as MID-TERM EXAMINATION in my office. Questions based on the reading texts.**
Mitt. 7. Maerz. **Test/ Hoeverstaendnis Kap. 8**
 Kapitel 9 "Amerikas Indianer" Einfuehrung in den Lesetext p. 257, Wortschatz 263, Leserstrategie p. 265
Frei. 9. Maerz. Beim Lesen p. 266/ Lesetext pp. 267-270

Mo. 12. Maerz bis zum 16. Maerz FERIEN!!!!!!!

Mo. 19 Maerz. Zur Diskussion Uebungen K,L,M, pp. 270-272 Ihre Reaktion # 1. p. 274.
Mitt. 21 Maerz. **Grammatik Handbuch...** Kap. 28 p. 360-369. Impulse pp. 275-287
Frei. 23 Maerz. Radiomagazin, Videomagazin

Mo. 26 Maerz. Debatte p. 273 **Essay (due 9 April)**
Mitt. 28. Maerz. **Quiz/Test Kap. 9 (oral presentation in my office in the afternoon ex. O p. 274)**
Frei. 30. Maerz. **Test Hoerverstaendnis Kap. 9**
 Kapitel 10 "Shalom Naomi" We will read at the same time poetry by Rose Auslaender from Kap. 12. Einstieg in das Thema pp. 289-296.

Mo. 2. April Beim Lesen p. 297, Lesetext pp. 298-301.
Mitt. 4. April Zur Diskussion. p. 302. Search on the web p. 304. Reading of Auslander's poems pp. 356-357. Ihre Reaktion #1.
Frei. 6. April **Grammatik Handbuch...** Kap. 13 p. 170-184

Mo. 9. April. **Grammatik Handbuch....** Kap. 20 pp. 257-73.
Mitt. 11. April Radiomagazin, Videomagazin.
Frei. 13. April Debatte p. 304 **Essay (due 27 April)**

Mo. 16. April. **Test/Quiz Kap. 10 (Oral presentation in the afternoon in my office ex. 0 p. 305)**
Mitt. 18. April. **Test Hoeverstaendnis Kap. 10**
 Kapitel 11 "Basketball im Rollstuhl" Einfuehrung in den Lesetext pp. 314-325. (included the Wortschatzuebungen)
Frei. 20. April. Lesetext pp. 326-330

Mo. 23. April. Zur Diskussion: Uebung Q p. 332.
 www. das Thema "Behinderte" im Internet.
Mitt. 25. April. Debatte p. 332.
Frei. 27. April Class presentations

Mo. 30. April Class presentations. **Final oral presentation in my office in the afternoon, topic: Gibt es spezifische Programme fuer Behinderte? Welche Studenten oder Studentinnen arbeiten mit Behinderten? Was koennen Sie berichten?**

SEMESTERSABSCHLUSS ABSCHLUSSPRUEFUNGEN

SCHOENE

SOMMERFERIEN!!!!