

DEUTSCHKURS 101

Herbstssemester 2004

Dr. Delia Fabbroni-Giannotti Nisbet

Syllabus

CLASS TIME: Mo. and Wed. 08:30 – 09:20 a.m.

Tues. and Thurs. 10:00- 10:50 a.m.

Location: Humanities Conference Room

Instructor's Office: Hum. Hall room 110

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Office hours :2:30 – 4:30 p.m. Mo. Tues. Wed. and Fri. and by appointment.

Lehrbuch: Deutsch: Na klar! by Di Donato, Clyde, and Vansant

Arbeitsbuch: Workbook to accompany Deutsch: Na klar! Di Donato
Clyde Vansant, Jeanine Briggs.

Course Goals

German 101 is the first semester of the Elementary German sequence: a systematic introduction to basic German. All four language skills – speaking, listening comprehension, reading, and writing– are stressed to ensure that students acquire a basic command of German and an understanding of German culture. Classes are conducted in German, except when explanations of grammar or other material require the use of English.

Upon completion of German 101, students who have attended classes regularly and successfully completed all assignments and all exams (with a minimum grade of B-) should be

- ° able to use German creatively and independently, based on thorough preparation in four language modalities: **listening, speaking, reading, and writing.**

- ° Provide basic information in German about themselves, families, interests, likes and dislikes, daily activities;

- ° Understand and participate in a simple conversation on everyday topics (e.g., weather, meeting people, school, shopping, etc.);
 - ° Read edited texts on familiar topics, understand the main ideas, and pick out important information from "authentic texts" (e.g., menus, signs, train schedules, and short cultural reading passages).
 - ° Fill in forms requesting information, write letters, notes, post cards, or messages providing simple information;
 - ° Provide information about German-speaking countries (e.g., geography, weather, du/Sie distinction, customs);
 - ° Use and understand a range of essential vocabulary related to everyday life (e.g., days of the week, colors, numbers, months, seasons, telling time, foods, names of stores, family, common objects, transportation, etc.), and
 - ° Pronounce German well enough and produce German with enough grammatical accuracy to be comprehensible to a German speaker accustomed to speaking with non-natives.
- °familiar with authentic material and audio-visual resources including the World Wide Web.

Approach and Components

This course is the foundation course in our sequence which aspires to bring students to professional-level competence in German over a four-year period. The course proceeds on the assumption that the language is best acquired in a content-oriented and task-based learning and teaching environment.

The content pertains both to the culture of the German-speaking world and to language content: grammar, vocabulary, organization of texts in spoken and written language. We will learn to communicate and this will involve engaging in listening, reading, speaking and writing tasks. This is an integrated effort.

In order to achieve these goals, students must assume a new role, and this role involves taking responsibility, working steadily, being engaged and creative at all times. Our goals and approaches in teaching challenge learners to take on active roles in which

meaning conveyance is central. Such a focus on content requires you as learner to responsibility for your own learning (no last-minute cramming!), be engaged and at all times, take good risks, work collaboratively with others in class- and enjoy learning to communicate in a new language. Therefore, students must be prepared to participate in all classroom activities and keep up with out-of-class assignments, such as independent projects, partner work, and daily written homework. Throughout this course, the instructor emphasizes **effective communication through linguistic accuracy. The instructor stresses a communicative approach, which highlights critical reading and writing right from the beginning.**

Different learners have different learning strategies and styles. It is the instructor's goal to help every student find his or her own best learning strategies. One of the ways of beginning the study of a language is finding a partner or a small group of fellow learners and engage with them in those initial steps that are necessary in learning a new language. The classroom is a collaborative and supportive context.

Do not hesitate to come to the instructor's office anytime you need clarification, or when you experience difficulties on any matter.

Language learning takes place in a series of ever better approximations of what one wants to accomplish ultimately with the language.

I look forward to making the learning of German a very successful and enjoyable learning experience for you.

Course requirements

The successful student in this course will be the student who:

- attends every class meeting and participates actively in every session. Students are allowed only **three** unexcused absences. Each further unexcused absence will count as one point, which will be subtracted from the final examination. A

- student who is not prepared for class will receive a zero for class participation for that day.
- **Language lab is mandatory. Each student is expected to** attend language lab three times per week. Each attendance should not last more than 30 minutes. CDs are available at the main desk of the library. Please sign in the day and time when you begin language lab and when you finish. Failure to sign in will **mean that no credit will be given for that attendance.**
- **Grading system: the final grade will be indicated with a plus/minus.**
- A student who has difficulties with the homework should see the professor during office hours the day before the homework is due.
- A student who is not present during a test, quiz, or examination, will receive a zero as the grade for the test, quiz, or for the examination..

Honor Code: AT ALL TIMES THE STUDENT IS BOUND INSIDE AND OUTSIDE OF CLASS BY THE OXFORD COLLEGE HONOUR CODE. ANY PRESUMABLE VIOLATION OF THE HONOUR ACADEMIC CODE WILL BE BROUGHT TO THE HONOUR COUNCIL. Misrepresentation in language lab, and transcriptions and translations from a web site, or computer translation-language program are considered a case of plagiarism. The student is obliged to document fully any work that is not his or her own.

MODES OF ASSESSMENT

The student's progress will be assessed in all areas of language: listening, speaking, reading and writing.

- 1) Class Participation (6%)** Class participation is an essential foundation in language learning. Participation needs to be constructive and consistent. Class participation builds confidence; it reinforces accuracy, fluency, complexity, comprehensibility, and appropriateness of a message. During class participation, the student obtains feedback from the

- 2)** instructor especially when it concerns areas of language use that need further attention. The student will receive a grade each day for class participation.

2) Homework (6%) A sustained and consistent level of preparation for all aspects of classroom work is critical in order to ensure better preparation for class. Workbook practice and other out-of-class activities reinforce accuracy of vocabulary and grammatical forms. Homework provides an opportunity to work with other students on more comprehensive, and communicative tasks. Homework assignments include written assignments as well as exercises and activities to prepare for oral presentation during class. Oral presentation is just as important as all written work and will improve your ability to participate during class.

3) 5 Chapter tests (6% each, total 30%) At the end of each chapter there will be a test. This test will assess the student's knowledge of specific grammatical points, thematic and cultural as well as linguistic knowledge. Tests will comprise reading, writing, speaking, and listening skills. **Tests cannot be made up.** **Each test emphasizes the material contained in the chapter and will consist of:**

- a. dictation
- b. listening comprehension
- c. vocabulary
- d. \grammar
- e. reading comprehension
- f. writing
- g. questions and answers.

N.B. the components of reading comprehension and questions and answers will be done on an individual basis with the instructor in her office.

Midterm (10%) and Final Exam (15%). The mid-term and final exams are cumulative. Students must pass the final exam in order to pass the course! They focus on reading and listening

comprehension, short writing assignments, speaking and above all they address both language and content knowledge.

N.B. There will be no oral examination for the mid-term.

Language lab (5%) Attendance at the language lab is mandatory. Weekly listening exercises from the textbook's tapes are essential to learning a new language. The listening comprehension exercises and written exercises are part of the general homework and will be discussed in class. The student is obliged to attend language lab three times per week and no less than 15 minutes and no more than 30 minutes per each time. Audio and video cassettes are available at the main desk of the library. In order to get credit, please sign in the day and time when you begin and when you finish with the lab. Any misinformation given concerning language lab, such as signing in and not doing the language lab exercises is an Honour violation and it is subject to be reported to the Honour Council.

3 Essays.(6% each, total 18%) Students are expected to write a coherent text, @ 100 words on an assigned topic. Students should use vocabulary and structures, which have been learned and practiced in class. This is an opportunity to practice the language. There is no need to make extensive use of the vocabulary. The essays will be graded on

- a. comprehensibility;
- b. quality of the content/information;
- c. use of familiar vocabulary
- d. grammatical accuracy.

N.B. Each essay will be written twice. On the first draft/ version, which is graded (40%), students will receive comments about content and grammatical errors. On the second/final version (60%) students should incorporate the instructor's suggestions and the appropriate corrections. The final essay grade will be the sum of both grades.

Interactive partner project or single presentation : (5%) Towards the end of the semester this “project,” which will last approximately 8-10 minutes, allows the student:

- a. to have the chance to support extended language use creatively, through visual aid, prepared text and to receive feed back from the instructor about content and organization of presentation prior to the class presentation;
- b. to have the opportunity to plan with a partner an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student;
- c. to gain knowledge about an area of their interest and to convey that knowledge to the class.

Portfolio (5%) As part of the portfolio, the student is required to compile a folder containing the following material:

- a. 3 essays demonstrating rewrites as indicated by the instructor's first evaluation of the essay.
- b. An outline of the interactive partner project.
- c. 1 copy of an oral presentation, which has been presented as homework during the semester.
- d. 1 or two poems or song texts, which the student has composed as his or her imaginative **creation**.
- e. **An individual vocabulary list (no more than 30 words) with examples of how the students is using these words**
- f. **A self-evaluation.**

Taeglicher Kursplan Herbst 2004
4 Unterrichtstage pro Woche

Aug. 25 Mitt. Kurseinleitung **Einfuehrung "Herzlich willkommen!"**
Aug. 26 Donn. Einfuehrung

Aug. 30 Mo. Einfuehrung
Aug. 31 Diens. **Kapitel 1 "Ueber mich und andere"**
Sept. 1 Mitt. Kapitel 1
Sept. 2 Donn. Kapitel 1

Sept. 6 Mo. FERIEN/LABOUR DAY
Sept. 7 Diens. Kapitel 1
Sept. 8 Mitt. Kapitel 1
Sept. 9 Donn. Kapitel 1

Sept. 13 Mon. Kapitel 1
Sept. 14 Diens. Kapitel 1 **1. Test written and oral**
Sept. 15 Mitt. **Kapitel. 2 "Wie ich wohne"**
Sept. 16 Donn. Kapitel 2

Sept. 20 Mon. Kapitel 2
Sept. 21. Diens. Kapitel 2
Sept. 22. Mitt. Kap. 2
Sept. 23 Donn. Kap. 2 **1. Aufsatz: "Ich stelle mich vor".**
Final draft due on Oct. 7. 2004

Sept. 27 Mon. Kap. 2
Sept. 28 Dienst. Kap. 2 **2. TEST written and oral**
Sept. 29 Mitt. **Kap. 3 "Familie und Freunde"**
Sept. 30 Donn. Kap. 3

Okt. 4 Mon. Kap. 3
Okt 5 Diens. Kap. 3

Okt. 6 Mitt. Kap.3
Okt. 7 Donn. Kap.3

Okt. Mo. und Diens. 11-12 HERBST FERIEN
Okt. 13. Mitt. Kap. 3
Okt. 14. Donn. Kap. 3 **MID-TERM KAP. 1-2-3**

Okt. 18 Mon. **Kap. 4 “Mein Tag”**
Okt. 19 Diens. Kap. 4
Okt. 20 Mitt. Kap. 4
Okt. 21 Donn. Kap. 4

Okt. 25 Mon. Kap. 4 **2. Aufsatz : “Meine Stadt.”**
Final draft due on Nov. 2nd.
Okt. 26 Diens. Kap.4
Okt. 27 Mitt. Kap. 4
Okt. 28 Donn. Kap. 4 **3.TEST written and oral**

Nov. 1 Mon. **Kap. 5 “Einkaufen”**
Nov. 2 Diens. Kap. 5
Nov. 3 Mitt. Kap. 5
Nov. 4 Donn. Kap. 5

Nov. 8 Mon. Kap. 5
Nov. 9 Dien. Kap. 5
Nov. 10 Mitt. Kap. 5
Nov. 11. Donn. Kap. 5

Nov. 15. Mon. Kap. 5 **4. TEST written and oral**
Nov. 16 Diens. **Kap. 6 “Wir gehen aus”**
Nov. 17 Mitt. Kap. 6
Nov. 18 Donn. Kap. 6 **3. Aufsatz “Ich gehe einkaufen”**
Final draft due on Nov. 30th.

Nisbet/10

Nov. 22 Mon. Kap. 6

Nov. 23 Diens. Kap. 6

Nov. 24 und 26 Mitt.

FERIEN DANKFEST

Nov. 29 Mon. Kap. 6

Nov. 30 Diens. Kap. 6

Dez. 1 Mitt. Kap. 6 **5. TEST witten and oral**

Dez. 2 Donn. **Kap. 7 Klass Projekte**

Dez. 6 Mon. **Kap. 7 Klass Projekte**

Dez. 7 Diens." **Wiederholung** SEMESTERSABSCHLUSS

Abschlusspruefungen 9-10 und 13-15 Dezember!!

Schoene Winter Ferien!!!!