

## Oxford College of Emory University

**Fruehlingssemester 2013**  
**Dr. Delia fabbroni-Giannotti Nisbet**

Eine Reise durch die kulturelle Vielfalt  
 deutscher Gesellschaft, Sprache, und Literatur

### **Syllabus: Deutschkurs 202**

#### **Class time and Place:**

**Mo.We.Fri: 1:15 p.m. until 2:20 p.m.**

#### **Classroom:**

Instructor's office: Hum. Hall room 109

Tel. Office: 770-784-8353

Email: [nisbet@learnlink.emory.edu](mailto:nisbet@learnlink.emory.edu)

Office Hours: 3:30-4:30 p.m. Mo. Wed. and Fr. and by appointment

#### **Course Materials:**

##### **Required**

Lehrbuch: **Stationen: Ein Kursbuch fuer die Mittelstufe.** Prisca Augustyn und Nikolaus Euba. Thomson Heinle.

Arbeitsbuch: **Stationen: Student Activities Manual.** Prisca Augustyn und Nikolaus Euba.

<https://classes.emory.edu/webapps/portal/frameset.jsp>

OPTIONAL GRAMMAR AID: Zorach and Melin. **English Grammar for Students of German.**

#### **Welcome to German 202!!**

It is a great pleasure to have you in class for the second of the two course sequence of Intermediate German. I look forward to a very exciting semester where we will continue our „travel“ to important German *Stationen* as Cities and Landscapes: physical spaces and *topoi of identity*. We will explore these identity *topoi*, learn about their histories and „meet“ their famous sons and daughters, who have contributed in defining the German speaking world. Furthermore, we will explore and learn about the Germanic world of mythology, fairy tales and short stories adapted as radioplays. This course focuses on the historical characteristics of the spoken language and various sound effects and, above all, it also aims at enhancing the listener's power of imagination and the enjoyment of artistic expression via the spoken word.

#### **Course Requirements and Objectives**

First part of the semester (until midterm)

1. For the first part of the semester (until midterm) and due to the great emphasis in this course of listening comprehension, the student will prepare for class by having listened very carefully to the assigned material for each class time.
  
2. The student will give oral reports of the fairy tales, of the plays (of each play) and write in-class short compositions in German on topics pertaining to the text under discussion. Emphasis will be on strengthening narrative skills together with syntactical and stylistic performance.

After Spring-break, we will resume using our Textbook, Stationen and we will focus on Austria and Switzerland and explore new cities and regions. The aim of students in German 202 is to continue to expand their own cultural and linguistic knowledge which will allow them to acquire a solid social, political, and cultural foundation in order to communicate meaningfully on a variety of topics. Through this process of examining their own identities and the contextual diversity of each Austrian and Swiss city as identity topos, students will continue the long-term development of improving their abilities to speak, understand, read, and write German.

### **Eligibility**

Students are eligible to enroll in German 202 if they have (1) completed German 201 at Oxford; (2) have completed German 201 at another institution and have received permission by the instructor and by the administration to enroll. The prerequisite for this course is the successful completion of German 201 or the successful completion of the German Placement test.

### **Course Description and Teaching Approach:**

German 202 is designed specifically to reinforce and expand the basic knowledge acquired during German 201, here at Oxford or elsewhere. The main goal of this course is to use authentic German texts to improve the mastery of linguistic skills as students engage in class presentations, discussions, FLIPP projects and Power Point presentations. . Partner and group work is central to enhance students' conversational and negotiating abilities.

We will focus on strengthening students' skills in listening, writing, reading, and speaking and we will undertake a thorough and systematic review of grammatical concepts, building vocabulary, and reading ability. Principles of German grammar are built in the explored topics. The instructor will also utilize further teaching material to increase the knowledge of the students' linguistic structural skills.

The text's website has several online drills for additional practice. This website includes cultural excursions onto websites related to each chapter. Each chapter focuses on a specific city or region presenting cultural, historical, social, literary, information related to this particular area and each student will investigate a particular topic and present it orally in class. The authors, the scientists, the artists examined within each city as identity topos represent a social, cultural transformation within the German speaking world.

Students will study the important contributions of most of the persons highlighted within each *text* and inform the class by means of an oral and written presentation. Students will prepare Power Point presentations and FLIPP projects and post them on the Class Blackboard site.

Throughout this course, the instructor emphasizes effective communication through linguistic accuracy, which highlights critical reading and writing from the outset. . The instructor **emphasizes students' engagement in exploring their own learning skills by means of** "eclectic" learning strategies focusing on the pedagogical cognitive constructivist approach which is "learner-based and supports the learning process. Students are taught to use strategies and memory structures." **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 innovative tools to enhance learning strategies has been achieved in the last couple of years by means of FLIPP Cameras in creating a communicative based FLIPP personal exploratory projects where students analyze in depth their roles as active learners. These personal exploratory projects allow the students to create their own narratives shaped by a content-oriented and task-based learning. The teaching/learning experience becomes personal. Fellow learners become teachers and are engaged in a collaborative and supportive context. All class activities including the FLIPP narratives, the Power Point presentations, the class

presentations are conducted in German **except when explanations of grammar or other material require the use of English. Do not hesitate to come to the instructor's office anytime you need clarification, or when you experience problems.**

### **WHAT CAN STUDENTS EXPECT FROM COMPLETING GERMAN 202?**

By the end of German 202, students' linguistic progress will include among other features:

- A ) the knowledge to understand and contribute to conversations on concrete and predictable topics related to personal information, such as yourself, your family, daily activities and personal preferences.
- b) the capacity to be able to engage at a more in-depth level in a German conversation with native speakers;
- c) the linguistic skill to be able to comprehend authentic materials with a greater understanding of major social, political, and cultural issues;
- d) the ability to engage in role-playing as part of talk shows, interviews, panel discussions;
- e) a literary preparation to comprehend a written text meant for native speakers, and compose texts in German so that native speakers can understand them. While native-like fluency is still a goal to be reached, nonetheless, students completing German 202 will be able to function in German as they engage in personal and professional communications, travel, academic research, browsing the internet and many other uses.

### **COURSE REQUIREMENTS FOR GERMAN 202**

- Regular attendance
- 6 mündliche Diskussionen
- 6 schriftliche Klassenarbeiten
- 2 FLIPP-project presentations, 1 power point presentations;
- One final written examination;
- Completion of a PORTFOLIO including a specified accomplished project;

### **GRADING POLICY**

1) <b><u>Attendance &amp; ACTIVE class participation</u></b>	<b>10%</b>
2) <b><u>6 mündliche Diskussionen (4%each)</u></b>	<b>24%</b>
3) <b><u>6 Schriftliche Klassenarbeiten (6%)</u></b>	<b>36%</b>
4) <b><u>2 Flip projects presentations ,1 power point presentation, (5% each)</u></b>	<b>15%</b>
5) <b><u>Final Exam</u></b>	<b>10%</b>
6) <b><u>Portfolio</u></b>	<b>5%</b>

**Grading system: the final grade will be indicated with a plus/minus grade.**

This course is conducted in German. The pace requires all students to attend class regularly, to work individually, and be prepared to participate actively every day. Homework, individual and partner activities,

tests, writing assignments; be prepared to work about TWO HOURS OUT OF CLASS FOR EVERY HOUR IN CLASS.

### **MODES OF ASSESSMENT:**

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

#### **6 Compositions (Aufsatz)**

. The essays are based on the texts discussed in class. Every essay must be typed, 12 point, double-spaced with 1" margins and handed on time. Specific guidelines will be given in advance of the essay, along with information regarding the features that are expected. The first draft is graded and returned with extensive feedback so that the student can revise his or her work. The grade of the final draft/essay will be the averaged so as to comprise the final grade for the essay. **The first draft will be 65% of the final grade and of the final version will be 35% of the final grade.**

**The essay is graded as follows:**

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

6 In class presentations and discussions. Each discussion will reflect a specific aspect of the test chosen by the student.

- ☐ **2 FLIPP projects, 1 Power Point Presentation, and narratives will be completed by all students.** Each student will have to present 2 FLIPP projects and 1 Power point presentations in German during the semester. Each one will be written, formatted, and created personally by the student. Each work will be posted on Blackboard and presented to the class. The instructor will give the information about the topic ( Staedte-oder Personenportrait) a week before its due time.
- ☐ Students 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;
- ☐ These extended speaking tasks enhance the complexity and accuracy of language use of each student;
- ☐ Furthermore, students gain knowledge about an area of their interest and they are able to convey that knowledge to the class.

**Final examination.** The final exam comprises a thorough analysis of a text chosen by the student which was discussed during the semester.

**Homework ,regular class attendance** Daily in-class work includes brief oral and written presentations, group work, homework, language lab, class participation and class attendance. Participation is defined as

active engagement in class discussion. Homework will not be accepted after the beginning of class for which it has been assigned and must be submitted in person by the student.

Simply *attending* a given class is *not* the same as participating!! Homework assignments are posted each teaching day on the class conference on Learnlink. Repeated unexcused absences and tardiness will affect your grade significantly.

### **Portfolio:**

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

- a) a copy of the first and final draft of one of the compositions demonstrating the rewrites.
- b) an outline of the goals for one or two of the flip-project presentations.
- c) 1 or 2 poems, songs, or short essays, which the student has composed as his or her imaginative creation;
- e) an individual vocabulary list with examples of how the student is using these words;
- f) a self-evaluation.

Each sample entry in the folder containing the portfolio should be accompanied by a brief reflection on how and why the student chose this document to be in the portfolio, how it was created and in what capacity each document records a step in the student's learning experience.

**HONOR CODE: AT ALL TIMES THE STUDENT IS BOUND INSIDE AND OUTSIDE OF CLASS BY THE OXFORD COLLEGE HONOUR CODE. ANY VIOLATION OF THE HONOUR ACADEMIC CODE WILL BE BROUGHT TO THE HONOUR COUNCIL . Transcriptions and translations from a web site or from a dictionary on-line, are considered a case of plagiarism if the student does not indicate the source and if he or she does not document fully the material.**

Very important: Oxford College and Emory College statement: **"Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education."**

### **AGREEMENT:**

I HAVE FAMILIARIZED MYSELF WITH THE SYLLABUS, THE ATTENDANCE POLICY, AND OTHER INFORMATION ABOUT MY COURSE: GERMAN 202.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Very Important:**

I hereby state that the Professor has explained and I have understood that this syllabus is a binding document which states all the goals of the course German 102 and all the academic requirements to the fulfillment of such course. Furthermore, the Professor has clearly outlined that any misinformation the student gives in class or outside of class pertaining to the student's academic requirements and conduct in the course, will be brought either to the Conduct or to the Honor Council

s/s \_\_\_\_\_

### **CLASS RULES**

- a) neither class-work nor exams can be made up.

- b) Class attendance is conducted every day. Regular attendance is absolutely necessary.
- c) more than THREE unexcused absences will lower the final grade by one point with every unexcused absence. After the 12<sup>th</sup>.m (twelfth) absence, a student will receive a failing grade for the entire class. **Excused absences are only: A) illness with doctor's documentation, B) official university sponsored activities, and C) the observance of religious holidays.**
- d) Any exam conflict must be cleared with the instructor in advance, or no credit will be given. There will be NO make-up tests unless cleared with the instructor with written medical documentation (for other reasons, students MUST inform the instructor within the first two weeks of the semester). A student's illness must be documented by a nurse or by a physician. A student who is not present in class during a test will receive a ZERO.
- e) A student, who is more than 10 minutes late for class, will be considered absent for that day.
- f) No student can leave the classroom while taking a test.
- g) A student who comes to class 10 minutes or more late for a test, will not be able to take the test and will receive a ZERO.
- h) Late work will not be accepted and a ZERO grade will be awarded.
- i) Homework will be POSTED ON THE LEARNLINK CLASS CONFERENCE AT THE END of each class meeting.
- j) Any correspondence with the instructor is submitted by email directly to the instructor: [dnisbet@learnlink.emory.edu](mailto:dnisbet@learnlink.emory.edu)
- k) ) if a student is absent from class consecutively three to four class meetings, the Instructor will notify the student's adviser and Dr. Martucci, the College's Registrar.

### COURSE CALENDER

<u>DATUM</u>	<u>KLASSENUNTERRICHT</u>
Mitt. 16. Jan.	<b>Einleitung des Kurses Das Maerchen als Gattung.</b> <b>Grimms Maerchen: Tischlein, deck dich!</b> <a href="http://www.youtube.com/watch?v=1oCn6hrx0xc">http://www.youtube.com/watch?v=1oCn6hrx0xc</a> 1/5
Frei. 18 Jan	Besprechung des Maerchen. Individuelle Nacherzaehlung
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Mon. 21 Jan.	Ferien
Mitt. 23 Jan.	<a href="http://www.youtube.com/watch?v=9AWV9UAcko4">http://www.youtube.com/watch?v=9AWV9UAcko4</a> <b>Grimms Maerchen: „ Die vier kunstreichen Brueder „</b>
Frei . 25. Jan.	Besprechung des Maerchens. Individuelle Nacherzaehlung
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Mo. 28 Jan.	<a href="http://www.youtube.com/watch?v=DMOH9XYXysQ">http://www.youtube.com/watch?v=DMOH9XYXysQ</a> <b>Grimms Maerchen: „Der Wolf und die sieben GeiSlein“ 1/4</b>
Mitt. 30 Jan.	Besprechung des Maerchens. Individuelle Nacherzaehlung.
Frei. 1. Feb.	. <a href="http://www.youtube.com/watch?v=yK1wLOfYhQU&amp;list=PL8363689AA87B1A96">http://www.youtube.com/watch?v=yK1wLOfYhQU&amp;list=PL8363689AA87B1A96</a> „Der Salz Prinz“ ein Maerchen aus der ehemaligen Tschekoslowakei1/3

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Mo. 4 Feb. Besprechung des Maerchens. Individuelle Nacherzaehlung.  
 Mitt. 6 Feb. <http://www.youtube.com/watch?v=Qu6ffHP6SmY>  
**Grimms Maerchen: "Der Grabhugel"**  
 Frei. 8 Feb. Besprechung des Maerchens. Individuelle nacherzaehlung.  
 1) **Take home test:**

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Mo. 11 Feb. **Germanische Mytologie: Der Schatz der Nibelungen - Teil 1/2 – Auf den Spuren Siegfrieds** <http://www.youtube.com/watch?v=klWIWEHmSOQ>  
 Mitt. 13 Feb. **Film in der Klasse: FRITZ LANG'S "THE NIBELUNGEN SAGA" -**  
<http://www.youtube.com/watch?v=jTXLvCPeAvU>  
 Frei. 15 Feb. zweiter Teil.

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Mo. 18. Feb. Besprechung des Films und des Epos.  
 Mitt. 20. Feb. Studenten Nacherzaehlung.  
<http://www.youtube.com/watch?v=fL5J-jh00HQ>  
**Richard Wagner - Götterdämmerung (English: Twilight of the Gods)**  
[http://www.youtube.com/watch?v=O\\_OZmClSt1A](http://www.youtube.com/watch?v=O_OZmClSt1A)  
**Richard Wagner - Die Walküre - Der Ring des Nibelungen - act 3^ part 1**  
 Frei. 22 Feb. 2) Klassenarbeit ueber die germanische Mythologie

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Mo. 25 Feb. Hoerspiele als Gattung  
**Theaterstueck: "Gorch Foch" Das Schulschiff der deutschen Marine** <http://www.youtube.com/watch?v=iTRocRDD99Y>  
 Segelschulschiff Gorch Fock auf See.. Impressionen

Mitt. 27 Feb. Diskussion des Textes  
 Frei. 1 Maerz Diskussion und Zusammenfassung

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Mo. 4. Maerz 3) Klassenarbeit  
 Mitt. 6 Maerz **Hoespiel: Theaterstueck: „Die Stunde der Delphine.“**  
<http://www.youtube.com/watch?v=bsNWvc5e6lA> **Whale Song and Whale Sounds Underwater**

Frei. 8 Maerz Diskussion des Textes

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**Mo. 11 Maerz bis zum 15. Maerz FERIEN**

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Mo. 18 **Maerz** **Diskussion und Zusammenfassung**  
 Mitt. 20 Maerz 4) Klassenarbeit.  
 Frei. 22 Maerz **Stationen: Oesterreich:**  
 Geschichte der Staedte Wien und Salzburg

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Mo. 25 . Maerz **Kultur:** Beruehmte Wiener und Salzbuenger: Flipp Projekte.  
 Mitt. 27. Maerz Diskussion der Projekte ‘  
 Frei. 29. Maerz Oesterreichischer Dichter: Franz Kafka „Amerika.“

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Mo. 1. April Klassendiskussion ueber den Text.  
 Mitt. 3 April Diskussion und Zusammenfassung.  
 Frei. 5 April 5) Klassenarbeit

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Mon. 8 April **Stationen: die Schweiz: und ihre Geschichte**  
 Mitt. 10 April **Kultur:** Beruehmte Schweizer  
 Frei. 12 April **Flippprojekte:** Besprechungen.

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Mo. 15 April Schweizerische Autoren: Peter Bichsel und Friedrich Duerrenmatt  
 Mitt. 17 April Peter Bichsel: „Ein Tisch ist ein Tisch“  
 Frei. 19 April Friedrich Duerrenmatt: „Romulus der Grosse.“

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Mo. 22 April Besprechung der Texte  
 Mitt. 24 April 6) Diskussion und Zusammenfassung.  
 Frei. 26 April Zusammenfassung des Semesters.

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Mo. 29 April Studenten Power Point Projekte  
**SEMESTERSABSCHLUSS**

Reading Day: 30 April 2013

ABSCHLUSSPRUEFUNGEN: vom 1-3. Mai bis zum 6-8. Mai 2013

Commencement: am 11. Mai 2013.

**SCHOENE UND ERHOLSAME SOMMERFERIEN**