

Oxford College of Emory University

Furehlingsemester 2013

Dr. Delia Fabbroni-Giannotti Nisbet

Das Selbstkonzept in der Selbstdarstellung:

Elementary German: Exploring Self-Identity in the German-speaking World

Syllabus: German 102

CLASS Time and Place::

Mo. Tues, Wed. and Fri. 12:00 p.m. – 12:50 p.m.

Classroom: Hum. Conf. Room

Instructor's Office: Hum. Hall room 109

Telephone number: office 770- 784-8353; home 770 784-9166

Email: nisbet@learnlink.emory.edu

Office hours :3: 30 – 4:30 p.m. Mo. Wed. and Fri. and by appointment.

Course Materials:

Required:

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

Arbeitsbuch: Workbook to accompany Deutsch: Na klar! by Di Donato etc.

Laborbuch: Language lab book to accompany Deutsch: Na klar! Di Donato

Etc.

Blackboard site:

https://classes.emory.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_8_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2FI. Blackboard website for German 102, 2013. Audio for textbook and lab-book exercises are included.

Extra reading material: the instructor will bring to class copies of reading passages and information on German States.

Welcome to German 102!!

It is a great pleasure to have you in class for the second of the two course sequence of Elementary German and I look forward to a very exciting semester where we will continue to explore cultural affinities and differences defining young adults and their counterparts in the German speaking world.

Course Objectives:

German 102 is the second of the two-course sequence of elementary German entitled: "Wer ich bin: Das Selbstkonzept." and the second semester of German Studies at Oxford College of Emory University. All German courses taught at Oxford College are integrated in the four-year, content-oriented undergraduate curriculum of the Department of German Studies of Emory University. In German 102, we will discuss three different roles: young adults as consumers, young adults as travelers/tourists, and young adults as citizens. Relying on the linguistic knowledge acquired in German 101, students will continue to expand their own cultural and linguistic knowledge which will allow them to acquire a solid foundation in order to communicate meaningfully about each integrated topic. Through this process of examining their own identities and the life in the German-speaking countries, , students will continue the long-term development of improving their abilities to speak, understand, read, and write German. Students will use a textbook with a coordinated workbook and lab-book and supplemental materials to acquire the language necessary to communicate meaningfully about each topic. Integrated into the four regularly scheduled class sessions is one additional practice session a week that focuses on using newly learned concepts in conversational settings. Through this process of examining identity formation, students in this course, together with its prerequisite, German 101, will develop a solid foundation in speaking, writing, reading, and understanding German and life in German-speaking countries

the excitement of entering into a new linguistic world!

Eligibility:

Students are eligible to enroll in German 102 if they have (1) completed German at Oxford;(2) completed the equivalent of German 101 at another college or university and this equivalent has been approved by the instructor and the administration; or (3) placed into 102 based on their performance on the German Department's placement exam.

Course Description and Teaching Approach:

German 102 is the second 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.

.By means of the learning different social, and cultural role-playing strategies of the student as consumer, the student as tourist/traveler, and the student as citizen, this 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.**

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 of the use of FLIPP Cameras in creating a communicative based FLIPP personal travel projects where students explore in depth their roles as active learners. These personal travel projects allow the students to 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 mini-dialogues are conducted in German with the **exception 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.**

What can students expect from this course?

Upon completion of German 102, 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;
- able to understand and produce a variety of "text types," from personal to interactional to routine public information supported by reading and listening development.
- able to communicate effectively beyond immediate and person-centered areas of interest, incorporating broader cultural knowledge into a variety of topics and issues;
- familiar with authentic materials and audio-visual resources including creating a Flipp project and a power point presentation and so on.

- able to write letters, notes, summaries, compositions, or messages providing accurate information;
- provide information about German-speaking countries (e.g., geography, historical events, and customs);
- able to use and understand a range of essential vocabulary related to everyday life;
- able to 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 German cultural life, geography, and, history.

COURSE REQUIREMENTS FOR GERMAN 102

- Regular attendance and class participation
- Language Lab assignments as well as workbook assignments are mandatory.
- 4 chapter tests
- 1 essay (200-350 words) in the course of the semester
- 1 mid-term exam
- 1 FLIPP video presentation
- 1 Power Point presentation
- 1 final in-class project presentation.
- One final written examination
- Completion of a PORTFOLIO

● Course Assessment

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

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

Homework 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. HOMEWORK ASSIGNMENTS ARE POSTED EACH TEACHING DAY ON THE CLASSCONFERENCE ON LEARNLINK.

In-class and outside of class Course Work:

Chapter tests 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 listening comprehension, reading, writing, speaking.

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.

Midterm and Final Exam The mid-term and final exams are cumulative. Students must pass the final exam in order to pass the course! Both exams focus on reading and listening comprehension, short writing assignments, and above all, the exams address both language and content knowledge.

Language lab. The language lab practice mandatory and it is in conjunctions with the lab. assignments. . Any misinformation given concerning language lab is an Honour violation and it is subject to be reported to the Honour Council.

1Essay. Students are expected to write one coherent in-class essay @ 200-350 words of German 102 on an assigned topic. The student should use the vocabulary and structures he or she has learned and practiced in class. This is an opportunity to demonstrate how well you can use the language you are learning The in-class essay will be graded on:

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

The In-Class Essay will be written twice. Students will meet individually with the instructor and receive comments about content and grammatical errors. The second and final version of the in-class essay should incorporate the instructor's suggestions and the appropriate corrections. The first draft is 60% of the grade; the final draft is 40% of the grade. The final essay grade will be the sum of both grades.

It is forbidden to use computer generated translator's program on line.

1 FLIPP Project and 1 Power Presentation : Students as learners and teachers.

These presentations allow the students:

- a) to have the chance to support extended language use creatively, through visual aid, to prepare text, learn it by heart and to receive feed- back from the instructor about content and organization prior to the class presentation. These presentations are placed on Blackboard and they are presented orally in class.
- b) to have the opportunity to plan an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student; to have the chance to support extended language use creatively, through visual aid, prepared text.
- c) to have the opportunity to plan with a partner(if one wishes) an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student;
- d) to gain knowledge about an area of their interest and to convey that knowledge to the class.

◆ Portfolio The portfolio is due on the last day of teaching class time.

As part of the portfolio, the student is required to compile a folder containing the following material:

- a. 1 essay demonstrating rewrites as indicated by the instructor's first evaluation of the essay.
- b. An outline of one of the FLIP project or of the Power Point presentation .
- 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.**
- g. It is advisable that each sample entry in the portfolio be accompanied by a brief reflection (the length of a paragraph) on how and why you chose this document to be in the portfolio, how it was created and in what capacity each one documentation is a step in your learning experience.

GRADING POLICY

1) <u>Attendance & ACTIVE class participation</u>	<u>10%</u>
2) <u>Homework, workbook, lab, assignments</u>	<u>10%</u>
3) <u>4 Unit tests (6% each)</u>	<u>24%</u>
4) <u>1 FLIP project presentation and</u>	
5) <u>1 Power Point Presentation (10% each)</u>	<u>20%</u>
6) <u>1 mid-term exam</u>	<u>10%</u>
7) <u>1 composition</u>	<u>10%</u>
8) <u>Final Exam</u>	<u>10%</u>
9) <u>Portfolio</u>	<u>6%</u>

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

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.”**

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 12th.m (twelfth) absence, a student will receive a failing grade for the entire class.
- d) Excused absences are only: A) illness with doctor's documentation, B) official university sponsored activities, and C) the observance of religious holidays.
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.
- e) A student who is not present in class during a test will receive a ZERO.
- f) A student, who is more than 10 minutes late for class will be considered absent for that day.
- g) No student can leave the classroom while taking a test.
- h) 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.
- i) Late work will not be accepted and a ZERO grade will be awarded.
- j) Homework will be POSTED ON THE LEARNLINK CLASS CONFERENCE AT THE END of each class meeting.
- k) Any correspondence with the instructor is submitted by email directly to the instructor:
dnisbet@learnlink.emory.edu
- l)) 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. If a student has a total of unexcused twelve absences, the student can expect to fail the course.

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 _____

COURSE CALENDAR

Day			In-Class
Jan. 15	Diens.	Kap.6	Kurseinleitung: Wiederholung Thema: <i>Junge Leute als Consumer</i>
Jan. 16	Mitt.	Kap. 6	" <i>Wir gehen aus</i> " Thema 1-2-3
Jan. 18	Frei..	Kap. 6	Kulturelle Diskussion:Thema 3 Mini Dialogue. Aktivitaet 8. Grammatik: Praepositionen, Describing location, Placement (2 Way prep.) schriftliche und muendliche Uebungen
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Jan. 21	Mon.	Kap. 6	Ferien
Jan. 22	Diens.	Kap. 6	Wiederholung der Praepositionen, Future tense Uebungen. The genitive case. <u>Strong adjective declensions.</u>
Jan. 23	Mitt.	Kap. 6	Conversation: Was werden Sie morgen tun? Beispiele
Jan. 25	Frei.	Kap. 6	Simple past: modal verbs and mixed, weak, and strong verbs.
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Jan. 28	Mo.	Kap. 6	Grammatische Uebungen: identify simple past strong, mixed, weak verbs.
Jan. 29	Diens.	Kap. 6	Lektuere: „Begegnung mit der Kunst der Gegenwart“ Dresden/ Bauhaus
Jan. 30	Mitt.	Kap. 6	Diskussion ueber das kulturelle Thema
Feb.. 1	Frei.	Kap. 6	Zusammenfassung des Kapitels:
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Feb. 4	Mon.	Kap. 6	#1. Pruefung: schriftlich und muendlich
Feb. 5	Diens.	Kap. 7	„Freizeit und Sport“ Thema 1. Sportarten
Feb. 6	Mitt.	Kap.7	Uebungen FLIPP Projekt: Bereiten Sie eine Reise zu einer historischen deutschen, oder oesterreichischen, oder schweizerischen Stadt vor und beschreiben Sie was Sie dort besuchen und davon lernen moechten. Das Projekt wird am 20sten Februar in der Klasse vorgespielt.
Feb. 8	Frei.	Kap. 7	Thema 2: Hobbys und andere Vergnuegungen
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Feb. 11	Mo.	Kap. 7	Uebungen Studentendialog: Welche Sportarten moechten treiben?
Feb. 12	Diens.	Kap. 7	Thema 3 Jahreszeiten und Wetter die Stadt Muenchen: die Olympischen Spiele
Feb. 13	Mitt.	Kap. 7	Uebungen. Grammatik: <u>Weak adjective declensions</u> Kulturtipps

Feb. 15 Frei. Kap. 7 Grammatik Coordinating conjunctions, expressing events in the Present Perfect. Weak and strong verbs. Uebungen Word order. The genitive case.

Feb. 18 Mo. Kap. 7 Mixed verbs, past participles with prefixes.
 Feb. 19 Diens. Kap. 7 Uebungen. Zusammenfassung der Grammatik
 Feb. 20 Mitt. Kap. 7 Uebungen: Bertolt Brechts Gedicht: „Vergnuegungen“
 Feb. 22 Frei. Kap. 7 **#2 Pruefung schriftlich und muendlich**

Feb. 25 Mon. Kap. 8 „**Wie man fit und gesund bleibt**“, Thema 1: „Fit und gesund „Sie sollen den Text lesen und besprechen koennen.“
 Feb. 26 Diens. Kap. 8 Thema 2: „der menschliche Koerper“ Uebungen. „**Die Stadt Heidelberg**“
 Feb. 27 Mitt. Kap. 8 Thema 3 „Morgenroutine“ reflexive verbs.
 Maerz 1 Frei. Kap. 8 Uebungen: Studentendialog: beschreiben Sie Ihre Routine.

Maerz 4 Mon. Kap.8 Grammatik: Subordinating conjunctions, relative clause, mixed adjective declensions.
 Maerz 5 Diens. Kap. 8 Grammatik: Uebungen
 Maerz 6 Mitt. Kap. 8 Uebungen / Lesestueck: „Sag mir was du isst.“ Uebersetzen.
 Maerz 8 Frei. Kap. 8 Grammatik: reflexive verbs

Maerz 11 Mon. bis Maerz 15 Frei. FRUEHLINGSSEMESTER FERIEN

Maerz 18 Mon. Kap. 8 Uebungen Wiederholung des Kapitels.
 Maerz 19 Diens. **Mid-term examination Kap. 6-7-8-**
 Maerz 20 Mitt. **In-Class Composition. Final draft due on April 6th.**
“Eine beruehmte deutsche Person”

Maerz 22 Frei. Kap. 9 „**In der Stadt**“ Thema: **Junge Leute als Touristen.: The American Dream**
 Thema 1 Unterkunft: online buchen
 Kulturtipp Uebungen. **Die Stadt Zuerich.**

Maerz 25 Mo. Kap. 9 Thema 2: Im Hotel Uebungen
 Maerz 26 Diens. Kap. 9 Thema 3 Rings um die Stadt .
 Maerz 27 Mitt. Kap. 9 Uebungen

Maerz 29 Frei. Kap. 9 Grammatik present subjunctive: wuerde form and sein und haben

April 1 Mon Kap. 9 Uebungen
 April 2 Dien. Kap. 9. Wiederholung.
 April 3 Mitt. **Flipp project in class presentation.**
 April 5 Frei. **Final Draft Composition. The compositions are read in class.**

April 8 Mon. **#3 Pruefung Kap. 9 schriftlich und muendlich**
 April 9 Diens. **Kapit. 11 Thema Junge Leute als Buerger. Lesen: „Rein ins Leben.“ Die Stadt Wien.“**

April 10 Mitt. Kapitel .11 Thema 1 Meine Interessen, Wuensche, und Erwartungen.
 April 12 Frei. Kap. 11 Thema 2: Berufe

April 15 Mon. Kap. 11 Uebungen Thema 3: Stellenangebote und Bewerbungen.
 April 16. Diens. Kap. 11 Kultur: Ausbildung: Sarah, 22 Jahre alt1. Lehrjahr als Fotografin.
 April 17 Mitt. Kap. 11 Uebungen :. Kap. 10: Grammatik: Comparative and superlative adjectives.
 April 19 Frei. Kap.11 Uebungen/ Conjunction als, Past subjunctive.

April 22 Mon. Kap. 11 Grammatik: talking about contrary to fact conditions Uebungen
 April 23 Diens. Kap. 11 Wiederholung des Kapitels
 April 24 Mitt. **# 4 Pruefung Ka. 11. Schriftlich und muendlich**
 April 26 Frei In Class: **power point presentation:**
 Studenten sprechen ueber ihre zukuenftigen Projekte und Plaene als Buerger

April 29 Mon. .In Class: **power point presentations.**

SEMESTER ABSCHLUSS

Reading Day : April 30 Diens.

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

Commencement: 11 Mai 2013

SCHOENE UND ERHOLSAME SOMMERFERIEN !!!