

Professor: Dr. Tyler Carrington

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Office Hours: M-Th, 12:00-13:00; always via e-mail; or by appointment

Required Texts and Materials

-*Deutsch im Blick* (2008). Kurspaket (combined textbook and workbook)

URL: <http://coerll.utexas.edu/dib/index.php>

Note: this is a **free** textbook that you can download online from the University of Texas. Our bookstore also has a handful of print copies for sale if you prefer that.

-Ed Swick, *German Grammar Drills* (Third Edition; 2018) (also available as a Kindle edition)

-Any German-English dictionary

I recommend the online dictionary at dict.cc; our bookstore also has a handful of excellent print dictionaries if you prefer a print format.

-A computer or tablet

Bring a computer or tablet with you to class each day. We will rely heavily on them for practice activities, quizzes, games, and web excursions.

Course Description

Welcome to German 101! This course is designed to introduce you to the German language and help you develop useful and meaningful skills in German, which is itself one of the most useful languages out there. Learning a language is both extremely fun and usually only successful if treated seriously (hint: it is usually the case that the more seriously you take the task of learning a language, the more fun it is). Accordingly, you should set aside plenty of time to work outside of class on German, and you should plan to spend at least 2 hours each evening on your various homework exercises. You should also avail yourself of the many opportunities you'll have in and out of class to practice your German. There is also this new thing called the "Internet" (you may know it as the Information Superhighway), and there you will find literally endless additional materials for interacting with German language and culture. The more you take in, the better.

At the end of the course, you will have developed the following abilities:

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| 1) Speaking | Satisfy some survival needs and limited social demands while minimizing English interference in pronunciation. Participate in a limited conversation on factual topics. Give basic autobiographical information. Provide basic description and narration of events in the present and past. (Developed through class participation, completion of textbook pronunciation exercises, and assessed by final oral interviews.) |
| 2) Listening | Understand most slowed or repeated speech. Gain a global understanding of normal speed discourse that includes visual cues. (Developed through class participation, learning and practicing dialogues, and completion of textbook exercises. Assessed by listening comprehension component on the final oral interview.) |

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| 3) Reading | Understand general content of short selections on familiar topics.
(Developed through in-class activities, readings, and textbook exercises.) |
| 4) Writing | Write simple sentences and short paragraphs using a learned pattern; produce summaries, diary entries, and essays with autobiographical or other basic content. (Developed and assessed through textbook and writing assignments.) |
| 5) Culture | The course also includes components that will enable you to gain an understanding and appreciation of contemporary German-speaking culture. (Assessed through textbook exercises) |

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on inquiry, knowledge, communication, and intercultural literacy.

Course Assignments

- 1) There will be a variety of daily homework assignments from our textbooks (usually a handful of activities from the chapter we're on plus drills from Swick). When you complete your homework activities, you should type the answers into a Google document you have created for this purpose (ideally one document per day). Each night, you can simply share that document with me so that I can grade it. You are also welcome simply to snap a photo of your textbook or notebook and email this to me. In this way, we will cut down on so much printing, and I can give you immediate feedback. You are welcome to complete the exercises as many times as you like. Please hand in what you believe to be your best effort, even if it is your 10th effort. I am not grading them for accuracy but rather for completion (testing for accuracy is what the quizzes and exams are for).
- 2) There will be 3 exams in this course, each of which will cover one or more chapters of our textbook and relevant skills.
- 3) We will do a handful of "Redewendungen" quizzes designed to help you memorize some witty and pithy proverbs that will come in handy. Get ready for some wonderfully playful (and weird) ways to describe life's many curious situations...in German!
- 4) We will work together on two English-into-German and one German-into English translation projects, the idea of which is to have some fun and help you practice your German in a slightly different register.
 - a. Project #1: You will translate a selected German children's book into English. We will work on these together and workshop your translations. I will provide a selection of books from which to choose.
 - b. Project #2: You will translate your favorite English children's book into German. You will select a doable book from the Cole Library collection (or somewhere else), make scans of it, and create a nice-looking German translation of it. We will work on these together and workshop your translations.
 - c. Project #3: You will translate your favorite (doable) English song into German. Bonus points are available for creating a YouTube lyric video showing your German translation. We will work on these together and workshop your translations.
- 5) You will complete a final, 10-minute oral interview with me at the end of the block.

Grading Breakdown

Attendance/Participation	10%
Written/Workbook Assignments	35%
Chapter Tests	30%
Redewendungen Quizzes	10%
Final Oral Interview	5%
Translation Projects:	10%

Do you want or need help with your German?

If you would like help with any part of the class, there are a number of student tutors you can use for free. Just send me an email and ask to set up an appointment with one of our tutors. The tutors can help you with written or oral work, vocabulary, reading, homework, or any other questions you might have.

Opportunities to speak German

We have a variety of regular events that offer you the chance to speak and/or listen to German, including:

- 1) Stammtisch (Wednesday evenings, 5:00-6:00 pm in the dining hall; look for the German flag)
- 2) German club events (these will be advertised throughout the block and semester)
- 3) Form your own conversation group of German 101 students!
- 4) Try out the Duolingo app for fun as you take this course. Who can make the most progress? Join our Quizlet classroom and see who can score the highest/fastest on Gravity and Scatter.

Your next course

When you complete German 101, you are eligible to take German 102! Oh yeah!

Academic Integrity and Plagiarism

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Simply put, the work you submit for this course must be your own. Plagiarism is strictly forbidden and will be punished with a failing grade for the course (in addition to discipline by the college). Plagiarism is representing the words or ideas of another as your own. Submitting papers you did not write is the most well-known type of plagiarism but hardly the only one. Plagiarism includes, but is not limited to: copying another student's work in exams, papers, or other exercises; verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the Internet, without appropriate citation. If you have questions about whether you need to attribute something or not, please ask me and I will be more than happy to advise you. Plagiarism is remarkably easy to see, and I have caught students plagiarizing on more than one occasion. I will follow the college's disciplinary procedure on academic honesty (<http://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>) in the unfortunate event that you cheat or plagiarize.

A Note on Google Translate

Recognizing the incredible value but also the pitfalls of Google Translate, I have decided to forbid/outlaw/ban the use of Google Translate in this class. You may not use it to check your work; you may not use it to look up words (there are plenty of good dictionaries, online and print, for this); and you may not use it to compose sentences, help with subject/verb agreement, etc. etc. For the purposes of this class, use of Google Translate will be considered cheating and will be treated as such. Please take me at my word when I tell you that you will make more progress in this class if you avoid Google Translate.

Late Assignments

Late assignments will be marked down 10% per day.

Accommodation for Students with Disabilities

Cornell College wishes to include fully persons with disabilities in this course. In compliance with section 504 of the Americans with Disabilities Act (ADA), Cornell College is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to inform the professor within the first three days of class. It is also your responsibility to contact and register with the office of Academic Support and provide them with documentation of your disability so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the office of Academic Support as soon as possible. Please note that accommodations are not retroactive and that disability accommodations cannot be provided after the three-day grace period and until an “Accommodation Cover Letter” from the office of Academic Support has been put in the student’s file from the Coordinator, Brooke Paulsen. Please contact Academic Support for more information about receiving accommodations through Brooke Paulsen, Cole Library #309, (310) 895-4382, bpaulsen@cornellcollege.edu. Please feel free to explore Cornell College’s website for more information on accommodations.
<http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Tentative Course Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Ch. 1	Ch. 1	Ch. 1	Ch. 2 <i>Redewendung</i> <i>Quiz 1</i>	
Week 2	Ch. 2 Translation Project #1 Due	Ch. 2 Exam 1	Ch. 3	Ch. 3 <i>Redewendung</i> <i>Quiz 2</i>	
Week 3	Ch. 3 Translation Project #2 Due	Ch. 4	Ch. 4 <i>Redewendung</i> <i>Quiz 3</i>	Ch. 4 Exam 2	
Week 4	Ch. 5 Translation Project #3 Due	Ch. 5 <i>Redewendung</i> <i>Quiz 4</i> <u>Oral Interviews</u>	Exam 3 <u>Oral Interviews</u>		