

DEUTSCHKURS 202

Syllabus

Fruehlingssemester 2003

Dr. Delia Fabbroni-Giannotti Nisbet

Office Hours: Mo-Thurs. from 2:00 p.m. until 5:00 p.m.

Telephone: office: 770-784-8353

Home: 770-784-9166

TEXTS: Handbuch zur deutschen Grammatik von Jamie Rankin and Larry D. Wells. 3rd. Edition
Arbeitsheft: Handbuch zur deutschen Grammatik von J. Rankin Pauline Hubbell. 3rd. Edition.
Ausgelesene literarische Texte

Course objectives

In this German 202 course , 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.

Students will read introductory texts to German literary history starting from the Middle Ages. Students will also read short literary texts from Jewish-German literature. The purpose is to integrate Jewish German literature in the canon of German literature from the Middle Ages. The addition of this new element to German Studies at Oxford College is the fruit my extensive research in the field of Jewish-German and German-Jewish literature.

Intermediate-high to advanced-low proficiency in speaking, listening, reading, and writing German is expected upon completion of the course. Daily assignments, video material, and laboratory work.

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 interviews, written work, and self-assessment forms.

By the end of German 202, students will have a good understanding of German and Jewish-German literary history and some in-depth knowledge of major, social, political and cultural issues.

The student will be able to comprehend authentic material such as film, 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 research project on a topic of interest for presentation to the class.

Course requirements

Students in German 202 must be aware of the following requirements:

- ? Regular attendance and class participation
- ? grammar tests covering chapter review materials
- ? 4 literary essays (300-450 words) in the course of the semester
- ? One oral final interview after the final written examination over topics covered during the semester.
- ? One final oral in-class project presentation.
- ? Completion of a PORTFOLIO
- ? One final written examination

• This course is conducted in German. The rapid pace requires all students to attend class 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.

• Please note that neither class-work nor exams 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.

? Regular attendance is absolutely necessary in language classes. No grade will be awarded for late work, but work will be corrected as part of the student's overall record.

? Students are required to write a coherent essay (approx. 300-450 words) on four assigned topics using vocabulary and structures already learned and practiced in class. The goal is to learn to communicate using what you know. Essays are graded as follows:

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

? Each essay is written twice. After receiving comments about the content and an indication of grammatical errors, your rewrite should incorporate the instructor's suggestions. **The final grade is the average of both grades.**

? **Portfolio** The central feature of portfolios is that these samples of evidence demonstrate the progress you make toward self-defined objectives whose attainment requires creativity, self-discipline and inter-disciplinarity.

At the end of the semester your portfolio should contain:

- a) 3 essays demonstrating rewrites as indicated by the instructor's first evaluation of the essay;
- b) 1 oral presentation as presented to the class during the semester.;
- c) 1 or 2 poems, song texts, or short fictional stories that you have written not for credit;
- d) the final outline of your final project;
- e) the final version of your final project.
- f) an individual vocabulary list with examples of how you are using these words,
- g) reflections on sample entries.
- h) a self-evaluation.

Each sample entry in the portfolio must be accompanied by a brief reflection on how and why you chose this document to be in your portfolio, how it was created and in what capacity each one documents a step in your learning experience.

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. (TRANSCRIPTIONS AND TRANSLATIONS FROM A WEB SITE ARE CONSIDERED A CASE OF PLAGIARISM IF THE STUDENTS DOES NOT DOCUMENT FULLY THE MATERIAL).

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

? Active Class participation	5%
? Homework and lang. lab.	5%
? Grammar tests	25%
? Four essays	30%
? Oral in-class presentation of the final project.	10%
? Final oral interview after the final written examination	10%
? PORTFOLIO	5%

COURSE CALENDER

DATUM

KLASSENUNTERRICHT

Mitt 15. Jan. Einleitung des Kurses: Einführung in die deutsche Literatur, die deutsche Sprache/ Tacitus "Germania"

Donn. 16. Jan. Grammatik: Kap. 20 Subjunctive II.

Mon. 20. Jan. **Ferien**

Mitt. 22. Jan. Besprechung: die deutsche Sprache/ Tacitus "Germania"

Donn. 23. Jan. Grammatik: Kap. 20

Mon. 27. Jan. Epochen der deut. Literatur: Germanische Dichtung vor 750 n.Ch. - Auszüge aus "Das Hildebrandslied" The epic.

Mitt. 29. Jan. Früemittelhochdeutsche Dichtung (1050-1170) Hoefische Dichtung: Hartman von Aue. Auszüge von: "Der arme Heinrich"

Juedisch-deutsche Dichtung: Suesskind von Trimberg.

Donn. 30. Jan. Grammatik Kap. 20

Mo. 3. Febr. Hausarbeit. Besprechung der Texte. Die Geschichte von Parzival von W.v. Eschenbach.

Mitt. 5. Febr. Die Geschichte von Parzival von W.v. Eschenbach. Wolfram von Eschenbach: Parzival. Viewing of the film.

Donn. 6. Febr. **Grammatik: Pruefung Kap. 20.**

Mo. 10. Febr. Das juedisch-deutsche Heldenepos "Paris und Vienne".

Mitt. 12. Febr. Review. Essays: "Dichterische Texte aus dem Mittelalter: eine Interpretation." **1. Essay due on Feb. 24th 2003**

Donn. 13. Febr. Grammatik: Kap. 26 relative pronouns.

Mo. 17. Febr. Humanismus / Renaissance/: didaktische deutsche und juedisch-deutsche Literatur: Das Volksbuch Auszüge aus

Mitt. 19. Febr. Mechthild von Magdeburg: "Das fließende Licht der Gottheit." (auszug)

Donn. 20. Febr. Grammatik Kap. 26. relative pronouns.

Mo. 24 Febr. Besprechung der Texte.

Mitt. 26. Febr. Die Reformation: Auszüge aus den Bibelübersetzungen und aus Luthers Übersetzung
2. Essay. "Geben Sie Beispiele einer von den vielen didaktischen Absichten, die wir in den Texten besprochen haben."

Donn. 27. Febr. Grammatik: Kap. 26

Mo. 3. März. Die Barockzeit (1600-1720) Gedichte: Martin Opitz: "Ach Liebste, lass uns eilen." Paul Gerhardt: "Abendlied"

Mitt. 5. März. Johann Christian Guenther: Studentenlied.
3 Aufsatz: "Politische und soziale Themen der Zeit und der Einfluss der schwarzen Pest." **Final version due March 25th.**

Donn. 6. März. **Grammatik Prüfung Kap. 26.**

Mo. 10. März bis zum 14. März FERIEN!!!!!!!

Mo. 17. März. Die Aufklärung und die Rokokozeit. Gedichte. Deutsche und jüdisch-deutsche Literatur. Auszüge aus dem Text "Die Glücke von Hameln."

Mitt. 19. März. Besprechung der Texte.

Donn. 20. März. Grammatik: Kap. 27 Indirect discourse and subjunctive 1.

Mo. 24. März. Auszug aus dem Text "Nathan der Weise" von G. Lessing.

Mitt. 26. März. Besprechung des Textes.

Donn. 27. März. Grammatik Kap. 27. Indirect discourse and subjunctive 1

Mo. 31. März. Auszüge aus dem Aufsatz von "Was ist Aufklärung" Kant, und aus dem Text "Die Verbesserung der Juden." Von Lazarus Bendavid.

Mitt. 2. April. Besprechung der Aufsätze. **4. Essay** "Das Verständnis von

die wir in der Klasse besprochen haben. **Final version due on April the 16th.**

Donn. 3 April. Grammatik Kap. 27.

Mo. 7 April. Die Klassik und die Romantik Die Goethezeit

Mitt. 9. April Goethe: "Die Leiden des jungen Werthers" film

Donn. 10 April **Grammatik Kap. 27 Pruefung**

Mo. 14. Apr. Gedichte von Goethe and Schiller.

Mitt. 16 April. Gedichte von H. Heine, Kuh, und Eichendorff.

Donn. 17 April. Interpretation der Gedichte

Mo. 21. April. Interpretation der Gedichte

Mitt. 23. April . Interpretation der Gedichte

Donn. 24. April Zusammenfassung der Grammatik

Mo. 28 April Ende des Kurses Class presentations.

SEMESTERSABSCHLUSS

ABSCHLUSSPRUEFUNGEN vom 1. bis zum 2.en Mai und vom 5. bis zum 7. Mai 2003

Commencement 10 Mai, 2003

SCHOENE

SOMMERFERIEN!!!!