

## SYLLABUS: DEUTSCH 201

### DEUTSCHKURS 201

Dr. Delia Fabbroni-Giannotti Nisbet

Herbstssemester 2007

Class time : Mo.We.Fri: 12:50 p.m. until 1:40 p.m.

Location: Library Video Conf. Room

Instructor' s office: Hum. Hall room 110

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Office Hours: 2:30-4:30 p.m. Mo. Wed. and Fr. and by appointment

Lehrbuch: KALEIDOSKOP, Kultur, Literatur, Grammatik Sixth edition by Jack Moeller, Winnifred R. Adolph, Barbara Mabee, Simone Berger.

Uebungsbuch: Kaleidoskop. Kultur, Literatur, Grammatik. Sixth edition by Gisela Hoecherl-Alden, Wolfgang Adolph. The instructor will bring to class supplementary reading material concerning German literature, and culture, which will be discussed in class.

### Course objectives

In this Level II (courses German 201 and 202), 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.

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 entrance and exit interviews, written work, and self-assessment forms.

By the end of Level II, students will have a good understanding of contemporary life in a German-speaking world with some in-depth knowledge of major, social, political and cultural issues. The student will be able to comprehend authentic material such as film, radio, video, and native speaker conversation as well as produce spoken and written discourses 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 collaborative or single research on a topic of interest for presentation to the class.

### Approach and Components

In this learner-centered course, students take responsibility for their own learning. For instance, since students' prior knowledge of German vocabulary varies at this level, students will be responsible for determining their own vocabulary (e.g., in topical areas and, as necessary by using lists) and regularly review materials. This self-guided approach, when taken seriously, has proven to be the most effective way of increasing students' proficiency in German.

Throughout the course, the instructor favours an approach that highlights in-depth thematic discussion as well as linguistic( grammatical) accuracy and progress.

Features in this course are:

- **Grammar review**, concerted vocabulary expansion, and intensive practice.
- **Four skills approach**:

- a) **Reading:** Students read extensively throughout the course. Reading strategies will be introduced and practiced in class in order to acquire effective, independent reading abilities. In addition students gather and organize information to prepare for presentation. Students learn to recognize author intentionality and genre-specific features.
- b) **Writing:** By producing their own written texts, students will begin to include topical information from the readings in their own interpretations, based on knowledge of German culture, life, and history. Essay writing progresses by length, complexity, and type of narrative. Writing assignments will enhance also relevant vocabulary acquisition.
- c) **Speaking:** Increasing fluency and comprehensibility of speaking are goals of this course. Thus opportunities for speaking- including individual, pair, and group work, such as discussions- are central to this course.
- d) **Listening:** At this level, students listen to increasingly longer segments of speech. The development of listening abilities is an integral part of daily classroom interaction, and students will be given guidelines for improving their listening comprehension.

### Course requirements

Students in German 201 must be aware of the following requirements:

- Regular attendance and class participation
- 5 chapter tests
- 5 grammar tests
- 2 essays ( 350-600 words) in the course of the semester

- One final oral in-class project presentation.
  - Completion of a PORTFOLIO
  - One final written examination
- This course is conducted in German. The 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.

### Modes of Assessment

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

***2 Compositions (Aufsaetze)*** (10% each: a total of 20% of the total grade.) Our approach to essay writing is process-oriented.

There will be 2 essay assignments(350-600 words), each with a rewrite. Essays are to be typed, 12 point, double-spaced with 1" margins and handed on time. Specific guidelines will be given in advance of each 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 grade and the grade of the first draft will be averaged so as to comprise the final grade for the essay. **The first draft will be 45% of the final grade and of the final version will be 55% of the final grade.**

Students are required to write a coherent essay ( approx. 350-600 words) on two 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.

**5 Chapter Tests (5% each: a total of 25% of the total grade)** The chapter test will cover short essay questions on the literature and cultural readings and oral lang. lab. components contained in each chapter.

**5 Grammar chapter Tests (5% each ; atotal 25% of the total grade.)** The grammar tests are based on grammatical exercises contained in each chapter.

**Final examination. (10%)** The final examination icomprises a series of questions based on the cultural and literary readings in the textbook. In this fexamination, assignment, students demonstrate the extent to which they have learned to self-correct their writing in the course of the semester.

**Homework and language lab. (5%)** 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. Simply *attending* a given class is *not* the same as participating!! Homework assignments are posted each teaching day on the class conference on Learnlink.

**Final Oral in-class Project Presentation (10%)** Independent research forms the basis of this individual or collaborative work, which will describe a cultural issue and interpret its significance for German society. The oral in-class presentation should last 8-10 minutes and can also include audio-visual support. The student needs to have the approval of the instructor for the preparation of this project. The student needs to be very familiar with his or her topic so as to render the presentation as spontaneous as possible.

***Portfolio: (5%)***

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

- a) 2 essays demonstrating rewrites as indicated by the
- b) instructor' s first evaluation of one of the essay;
- c) an outline of the final in class-oral presentation;
- d) 1 copy of an oral presentation which has been presented in class during the semester;
- e) 1 or 2 poems, songs, or short essays, which the student has composed as his or her imaginative creation;
- f) an individual vocabulary list with examples of how the student is using these words;
- g) a self-evaluation.

Each sample entry in the folder containing the portfolio must 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.

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

**HONOUR 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 CODE WILL BE BROUGHT TO THE HONOUR COUNCIL. MATERIAL WHICH HAS BEEN TRANSCRIBED OR TRANSLATED BY A COMPUTER PROGRAM AND DOWNLOADED FROM A WEB SITE IS CONSIDERED A CASE OF PLAGIARISM, IF THE STUDENT DOES NOT DOCUMENT FULLY THE MATERIAL.

### COURSE CALENDER

#### DATUM

#### KLASSENUNTERRICHT

Mitt. 29 Aug. **Einleitung des Kurses//Kultur und Literatur**

**Thema Freizeit**

Frei. 31 Aug. Thema Freizeit “ Reisefuehrer Berlin”

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Mo. 3. Sept. FERIEN

Mitt.5. Sept. Thema 1 Literatur B.Brecht: Vergnuegungen”

Frei.7. Sept. Thema 1 Literatur Wolf Wondratschek:  
“ Mittagspause.” Besprechung vom Video Thema1.

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Mo. 10. Sept. **Kapitel 1. Grammatik:** Infinitive; present tense;

Imperative; verbs with separable prefixes; modal

auxiliaries; meanings of **lassen**; future time; future tenses

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Mitt. 12. Sept. Kapitel 1. Grammatik

Frei. 14. Sept. Kapitel 1. Grammatik

Aufsatz (final draft due on Oct. 5<sup>th</sup>. 2005)

Mo. 17. Sept. IN CLASS 1. EXAM Thema 1

Mitt. 19. Sept. **IN CLASS Grammatik Kap. 1** (25 MINUTES)

Kultur: Thema 2 “ Kommunikation” “ Postkarte  
von der Ostsee”

Frei. 21 .Sept. **Kultur:** Thema 2 “Kommunikation” Studie  
“ Staendig unter Strom” Besprechung vom Video Thema  
2

Mo. 24. Sept. **Literatur: H.M. Henzensberger:** “ Nicht  
zutreffendes streichen”

Barbara Honigmann: “ Eine Postkarte fuer Herrn  
Altenkirch”

Mitt. 26. Sept Literatur: Diskussion und Wiederholung.

Frei. 28. Sept. **Grammatik: Kapitel 2** Simple past tense; present  
perfect tense; past participles; past perfect tense;  
infinitives without zu; double infinitive;  
constructions with modals,  **hoeren, sehen,**  
**lassen.**

Mo. 1. Okt. Grammatik Kap. 2

Mitt. 3 Okt. Grammatik kap. 2

Frei. 5. Okt. IN CLASS 2. EXAM Thema



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Mo. 8 Okt.      **FERIEN    MID-SEMESTER BREAK**

Mitt. 10. Okt.    **IN CLASS 2. Exam    Grammatik**  
                          **Kultur: Thema 3:** “ Bei den Wessis ist jeder fuer sich”

Frei. 12. Okt.    Kultur: Diskussion ueber den Text und  
                          Besprechung vom Video Thema 3.

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Mo. 15. Okt. **Literatur:** W. Bierman: “ Berliner Liedchen und  
                          Auszug aus dem Film “ Das Versprechen oder der  
                          lange Atem der Liebe” von Peter Schneider und Margaretha von Trotta.

Mitt. 17. Okt. Literatur: Wiederholung der Texte. **2. Aufsatz (final  
                          draft due on Nov. 16<sup>th</sup>.)**

Frei. 19 .Okt. **Grammatik: Kap. 3:** Verb position in statements,  
                          questions, and clauses; word order: time, manner,  
                          place; position of nicht; conjunctions, uses of als, wenn,  
                          wann; infinitives with zu; expressions um....zu,  
                          anstatt....zu, ohne....zu.

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Mo. 22. Okt.    Grammatik Kap. 3

Mitt. 24 . Okt.    Grammatik Kap. 3

Frei. 26. Okt. **IN CLASS 3. Exam Thema**

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Mo. 29 Okt. **IN KLASS 3. EXAM    Grammatik.**  
                          **Thema 4: Familie. Kolumne”** Ich muss fuer meinen Sohn nachsitzen”

Mitt. 31 Okt. **Kultur Thema 4: Familie. Fortsetzung, Video von**  
                          **Thema 4**

Frei. 2 Nov    **Literatur:** Maerchen: “ Die sieben Raben.”

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Mo. 5 Nov.    Besprechung des Maerchens.

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Mitt. 7. Nov. **Grammatik: Kapitel 4.** nominative and accusative cases: forms and uses; demonstrative and possessive adjectives and pronouns; nouns indicating nationalities and professions; masculine n-nouns; personal pronouns; indefinite pronoun **man**; interrogative pronouns; prepositions with the accusative case; accusative of time, measure, and quantity; the expression **es gibt**.

Frei. 9. Nov. Grammatik Kap. 4

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Mo. 12. Nov. Grammatik Kap. 4

Mitt. 14. Nov. Grammatik Kap. 4

Frei. 16. Nov. **IN CLASS 4. Exam Thema**

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Mo. 19. Nov. **IN CLASS 4. Exam Grammatik**

**Kultur Thema 5 Musik: Rappermusik “ Die fantastischen Vier”**

Mitt. & Frei. **21- 23 .Nov. FERIEN DANKFEST**

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Mo. 26. Nov. Literatur: Gedichte: Xavier Naidoo’s “ Sag es laut” und Goethe’s “ Der Erlkoenig” .

Mitt. 28. Nov. Literatur Besprechung der Werke. Musik von Franz Schubert. Video Film Thema 5.

Frei. 30. Nov.. Grammatik Kap. 5 Dative case: forms and uses; indirect object; word order of direct and indirect objects; dative verbs; prepositions with the dative case; adjectives with the dative case.

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Mo. 3. Dez. . Grammatik Kap. 5

Mitt. 5. Dez. Grammatik Kap. 5

Frei. 7 Dez. **IN CLASS 5. Exam Thema und Grammatik Kap. 5 (short combined tests)**

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Mo. 11. Dez. CLASS PRESENTATIONS LAST DAY OF CLASS

**SEMESTERSABSCHLUSS**

SCHOENE FERIE