

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

MWF 1:15-2:20 pm in East Village Alpha 157

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Office Hours: M, W 11:00-11:45 and by appointment

Course Description:

This course is a two course sequence designed specifically to explore pertinent German, Austrian, and Swiss cities as focal points of cultural, literary, historical, and social contexts. Each city focuses on a specific geographical area presenting cultural and historical information related to this particular area. The study of these cities offers students an in-depth analysis of literary, social, political, and artistic contributions of famous sons and daughters of a particular city to different time periods in the German speaking world.

Students will build on the foundation established in first- year German and develop further abilities as readers, writers, and speakers of German. Since students in this course come from a wide variety of backgrounds, we will undertake a thorough and systematic review of grammatical concepts, building vocabulary, and reading ability. We will focus on strengthening students' skills in listening, writing, reading, and speaking.

The grammar topics are built into *Stationen*. The text's website has several online drills for additional practice. This website includes cultural excursions onto websites related to each chapter. 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 and discussions. Partner and group work are central to enhancing students' conversational and negotiating abilities. *Stationen* is organized topically and within each topic, students will learn about multiple facets of German culture, history, and the contribution of German thinkers to throughout the Ages.

Course Prerequisite:

The prerequisite for this course is the successful completion of German 102 or the successful completion of the German Placement test.

Course Material:

- Required:
 - Augustyn and Euba: *Stationen: Ein Kursbuch für die Mittelstufe*. Thomson Heinle. 2nd ed. 2011.
 - Augustyn and Euba: *Workbook/Lab Manual for Stationen: Kursbuch für die Mittelstufe*
- Optional:
 - Zorach and Melin: *English Grammar for Students of German*. Olivia & Hill Press.
 - Rankin and Wells: *Handbuch zur deutschen Grammatik*. Heinle.
 - Publisher's website: http://college.cengage.com/site_engine/#0840066120

Approach:

As the title of the course indicates, students in German 201 and 202 will become “sojourners” of cities or regions in the German-speaking world. This overarching concept is based on the premises that students can benefit from a deeper understanding of the language, identity, and cultural factors that impact the development of intercultural communicative competence and intercultural personhood, “a new, alternative identity that is broader, more inclusive, more intercultural...something that will always contain the old and the new side by side to form “a third kind” – a kind that allows more openness and acceptance of differences in people.” (Kim, 2001:232-3). STATIONEN also refers to the “stations” between the first beginnings of a journey into German life and language and to more advanced study and exploration on the intermediate level. In addition, the accompanying video component contains footage of videoblogs from eleven cities in Germany, Austria, and Switzerland that complements the textbooks content and serves as windows to contemporary German culture. These snapshots of everyday life connect interview clips with images of public spaces to move students beyond the realm of ordinary language instruction and into the scenarios and situations that reflect a developing German speaker's real-world needs. Students will develop their own particular interests within the topics at hand and report their finding to the class. Students will learn how to explore their own particular interests and produce effective content-based FLIPP presentations. All these presentations are text-based. The goal is for the student to become an independent thinker and learner.

It is important to remember that second year German will feel different from first-year German. The main goal is for the student to expand his or her ability to narrate in more sophisticated and complex ways. This will take place gradually. Language learning is a long-term process, non-linear, and error-full process, but it is also very rewarding and gratifying.

Students are expected to use German for all communication in class.

What can students expect from this course?

By the end of German 201, students

- will have a good understanding of contemporary life with some in-depth knowledge of major, social, political and cultural issues outlined in each topic;
- will be able to comprehend authentic material such as film, video, and native speaker conversation;
- will have engaged in role-playing as part of talk shows, interviews, panel discussions.
- will have improved their writing skills 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.

What can students expect from completing German 201 and 202?

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

- to be able to engage at a more in-depth level in a German conversation with native speakers;
- to be able to comprehend authentic materials with a greater understanding of major social, political, and cultural issues;
- will have engaged in role-playing as part of talk shows, interviews, panel discussions;
- 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.

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.

1. **Homework (12%).** Completing homework thoroughly, regularly, and on time is extremely important. Learning a foreign language is long-term process, and cramming simply does not work. Regular homework assignments could consist any of the following activities: (re)reading an assigned text, reading a grammar explanation in the textbook, learning vocabulary, completing a worksheet or grammar exercise, creating a digital story or preparing for an in-class speaking event. 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. Late work will not be accepted and a ZERO grade will be awarded.
2. **Participation and Attendance (13%).** 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. Repeated unexcused absences and tardiness will affect your grade significantly.
Class attendance is conducted every day. Regular attendance is absolutely necessary. More than THREE unexcused absences will lower the final grade by one point with every unexcused absence. After the 12th (twelfth) absence, a student will receive a failing grade for the entire class. A student, who is more than 10 minutes late for class will be considered absent for that day. Excused absences are only: A) illness with doctor's documentation, B) official university sponsored activities, and C) the observance of religious holidays.
3. **Aufsatz (15%).** Our approach to essay writing is process-oriented. There will be one essay assignment (350-600 words). The student must use include vocabulary and grammatical structures already learned and practiced in class. The essay is to be typed, 12 point, double-spaced with 1" margins and handed in 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 feedback so that the student can revise his or her work. **The first draft will be 55% of the final grade and the final version will be 45% of the final grade.**

The essay is graded as follows:

- comprehensibility
- quality of the content/information
- use of vocabulary
- grammatical accuracy

4. **Unit Tests (25%).** Each test is based upon the acquired information in each unit. Each unit test will cover vocabulary and grammar structure of all material studied though the last class before test day. Any additional material which the instructor may supply from sources outside the textbook may also be included in the test. All tests will be announced and will include:

- listening comprehension
- vocabulary
- grammar
- writing
- reading
- culture

Tests will reflect everything covered in class or assigned as homework. Neither class-work nor exams can be made up.

No student can leave the classroom while taking a test. 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 who is not present in class during a test will receive a ZERO. A student who comes to class 15 minutes or more late for a test, will not be able to take the test and will receive a ZERO.

5. **5 FLIPP Presentations (15%)**. Each students will have five presentation/conversations in German during the semester. Each will be formatted and filmed by two or three students working together. Each work will be posted on Blackboard and presented to the class. The instructor will give the information about the topic (Städte- oder Personenportrait) a week before its due time.
6. **Final exam (15%)**: The final exam will be comprehensive. Students must demonstrate cultural literacy and the extent to which they have learned to self-correct their writing in the course of the semester. Taking the final exam is mandatory to receive a passing grade in this course.
7. **Portfolio (5%)**:
As part of the portfolio's grade (5%) grade, the student is required to compile a folder containing the following material :
 - 1 essay demonstrating the rewrites;
 - an outline of the goals for one or two of the FLIPP presentations;
 - 1 or 2 poems, songs, or short essays, which the student has composed as his or her imaginative creation;
 - the outline of a research project that the student will complete by the end of German 202;
 - an individual vocabulary list with examples of how the student is using these words;
 - 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.

GRADING POLICY:

- Attendance and active class participation 13 %
- Homework, workbook assignments 12 %
- 5 Unit tests 25 %
- 5 FLIPP Presentations 15 %
- 1 Aufsatz 15 %
- Final Exam 15 %
- Portfolio 5 %

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

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 and be prepared to participate actively every day. For homework, individual and partner activities, tests, writing

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

Honor Code:

AT ALL TIMES THE STUDENT IS BOUND INSIDE AND OUTSIDE OF CLASS BY THE OXFORD COLLEGE HONOR CODE. ANY PRESUMABLE VIOLATION OF THE HONOR 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.

A student who is not present during a test, and has not informed in writing the instructor the day before, will receive a zero. In case of an emergency, it is the duty of the student to bring valid documented information regarding the absence.

Assessment by Oxford and Emory:

Student work submitted as part of this course may be reviewed by Oxford College and Emory University 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 201.

Name: _____ Date: _____

Preliminary Course Calendar
(subject to change in consultation with course participants)

Tag	Im Unterricht	Hausaufgaben für die nächste Stunde* *additional homework will be posted on Blackboard – check daily
Mittwoch, 29.08.2012	Einführung in den Kurs, Organisatorisches Station 1: Berlin Text Berlin	WS: Stadtinformationen, S. 3 GR: die Wortarten im Deutschen, S. 9-11 lesen Vorbereiten: PPT Präsentation am 05.09. www: Wählen Sie <u>einen</u> Suchbegriff zu Berlin von S. 7 und präsentieren Sie Ihre Suchergebnisse in der nächsten Stunde
Freitag, 31.08.2012	Station 1: Berlin Präsentation der Internetrecherche Marlene Dietrich GR: Die Wortarten im Deutschen	GR: die Deklination, S. 15 lesen WS: S. 18; Redemittel zum Diskutieren, S. 21 Vorbereiten: Text „Nachtschwärmer und Tagediebe“, S. 13-14
Montag, 03.09.2012	Labor Day - kein Unterricht	Labor Day - kein Unterricht
Mittwoch, 05.09.2012	Station 1: Berlin PPT Präsentation Geschichte Berlin „Nachtschwärmer und Tagediebe“ GR: die Deklination	GR: das Verb, S. 23-25 lesen WS: S. 33 www: recherchieren Sie Herbert Grönemeyer im Internet
Freitag, 07.09.2012	Station 1: Berlin Currwurst Text und Lied Grönemeyer Wortschatzübungen, S. 19 GR: das Verb Satzjagd, S. 27	Vorbereiten: FLIPP Präsentationen vorbereiten: „Geschäftstarnungen“, S. 35-36
Montag, 10.09.2012	Station 1: Berlin Videoblog Redemittel zum Diskutieren	www: recherchieren Sie Wladimir Kaminer im Internet WS: S. 37
Mittwoch, 12.09.2012	Station 1: Berlin Wladimir Kaminer: „Geschäftstarnungen“ Kaminers Sprache	

Freitag, 14.09.2012	Station 1: Berlin FLIPP Präsentationen 1 Wo haben Sie „Ihren Koffer“? Welche Menschen arbeiten/leben in Ihrer Stadt?	AB: Station 1 Berlin fällig am 17.09. Lernen Sie für den Test
Montag, 17.09.2012	TEST 1: Station Berlin	
Mittwoch, 19.09.2012	Station 2: München Station München Christian Morgenstern Das Perfekt	Vorbereiten: PPT Präsentation am 24.09. www: Wählen Sie <u>einen</u> Suchbegriff zu München von S. 43 und präsentieren Sie Ihre Suchergebnisse in der nächsten Stunde GR: das Perfekt, S. 45-46 lesen WS: S. 50 Vorbereiten: Text „Getränkemarkt“, S. 48-49
Freitag, 21.09.2012	Station 2: München Internetrecherche präsentieren Das Perfekt „Getränkemarkt“	GR: Imperativ, S. 53 lesen WS: Redemittel zum Diskutieren, S. 56
Montag, 24.09.2012	Station 2: München PPT Präsentationen Geschichte München Wortschatz und Redemittel Imperativ	Schreiben: Schreiben Sie ein kurzes Rezept für eine Spezialität aus Ihrem Land (siehe S. 55) www: recherchieren Sie „die Weiße Rose“ im Internet
Mittwoch, 26.09.2012	Station 2: München Ergebnisse Internetrecherche Die Weiße Rose	WS: S. 66 www: recherchieren Sie zum Thema „Oktoberfest“ (www.oktoberfest2012.com) Vorbereiten: Text „Oktoberfestbesuch“ Vorbereiten: FLIPP Präsentationen
Freitag, 28.09.2012	Station 2: München Ergebnisse Recherche Oktoberfest „Oktoberfestbesuch“ Videoblog	
Montag, 01.10.2012	Station 2: München „Oktoberfestbesuch“	
Mittwoch, 03.10.2012	Station 2: München FLIPP Präsentationen	AB: Station 2 München fällig am 15.10. Lernen Sie für den Test

Freitag, 05.10.2012	TEST 2: Station München	Vorbereiten: PPT Präsentation am 12.10. GR: das Imperfekt, S. 78-79 lesen
Montag, 08.10.2012	Station 3: Heidelberg Text Heidelberg Hannah Arendt GR: das Imperfekt	www: Wählen Sie <u>einen</u> Suchbegriff zu Heidelberg von S. 76 und präsentieren Sie Ihre Suchergebnisse in der nächsten Stunde GR: als, wenn, wann, S. 87 Vorbereiten: Text „Hochschulreform“, S. 82-83 WS: S. 84
Mittwoch, 10.11.2012	Station 3: Heidelberg Präsentation der Internetrecherche Das deutsche Schulsystem GR: das Imperfekt	GR: das Plusquamperfekt, S. 90 lesen
Freitag, 12.10.2012	Station 3: Heidelberg PPT Präsentationen Geschichte Heidelberg GR: Plusquamperfekt „Hochschulreform“ GR: als, wenn, wann Aufsatz einführen	WS: Redemittel zum Diskutieren, S. 88 Vorbereiten: FLIPP Präsentationen am 22.10. Schreiben: Beginnen Sie mit Ihrem Aufsatz, fällig am 29.10.12
Montag, 15.10.2012	Herbstferien	Herbstferien
Mittwoch, 17.10.2012	Station 3: Heidelberg GR: Plusquamperfekt Videoblog Redemittel	Vorbereiten: Text „Freunde“, S. 95-98 WS: S. 99 Schreiben: Schreiben Sie Ihre Aufsatz weiter
Freitag, 19.10.2012	Station 3: Heidelberg Text „Freunde“	
Montag, 22.10.2012	Station 3: Heidelberg FLIPP Präsentationen Text „Freunde“	
Mittwoch, 24.10.2012	Station 3: Heidelberg	AB: Station 3 Heidelberg fällig am 26.10. Lernen Sie für den Test
Freitag, 26.10.2012	TEST 3: Station Heidelberg	Vorbereiten: PPT Präsentation am 02.11. Schreiben: Schreiben Sie Ihren Aufsatz zu Ende, fällig am 29.10.
Montag, 29.10.2010	Station 4: Hamburg Aufsatz Version 1 fällig Station Hamburg	www: Wählen Sie <u>einen</u> Suchbegriff zu Hamburg von S. 109 und präsentieren Sie Ihre Suchergebnisse in der nächsten Stunde GR: der Konjunktiv II, S. 110-111;

	Sabine Christiansen	
Mittwoch, 31.10.2012	Station 4: Hamburg Präsentationen Internetrecherche GR: Konjunktiv II	Vorbereiten: Text „Jung, dynamisch, du?“, S. 113 WS: S. 115-116 GR: Konjunktiv der Modalverben, S. 118 lesen Vorbereiten: FLIPP Präsentationen am 09.11.
Freitag, 02.11.2012	Station 4: Hamburg PPT Präsentationen Geschichte Hamburg Text „Jung, dynamisch, du?“ GR: Konjunktiv II, Höflichkeit	WS: Redemittel zum Diskutieren, S. 119 GR: Konjunktiv der Vergangenheit, S. 121 lesen
Montag, 05.11.2012	Station 4: Hamburg GR: Konjunktiv der Vergangenheit Videoblog	Vorbereiten: Text „Generation Golf“, S. 128-130 WS: S. 130
Mittwoch, 07.11.2012	Station 4: Hamburg Text „Generation Golf“	
Freitag, 09.11.2012	Station 4: Hamburg FLIPP Präsentationen Text „Generation Golf“	
Montag, 12.11.2012	Station 4: Hamburg	AB: Station 4 Hamburg fällig am 14.11. Lernen Sie für den Test
Mittwoch, 14.11.2012	TEST 4: Station Hamburg	Vorbereiten: PPT Präsentation am 26.11.
Freitag, 16.11.2012	Station 5: Leipzig Station Leipzig Clara Schumann	www: Wählen Sie <u>einen</u> Suchbegriff zu Leipzig von S. 137 und präsentieren Sie Ihre Suchergebnisse in der nächsten Stunde GR: der Konjunktiv I, S. 139-140 lesen Vorbereiten: Text „Abriss der Gründerzeit“, S. 142-143
Montag, 19.11.2012	Station 5: Leipzig Ergebnisse der Internetrecherche Text „Abriss der Gründerzeit“ GR: Konjunktiv I	WS: S. 144 GR: die Satzarten, S. 148 lesen
21.11.2012 - 23.11.2012	Thanksgiving	Thanksgiving
Montag, 26.11.2012	Station 5: Leipzig PPT Präsentationen Geschichte Leipzig GR: die Satzarten	Vorbereiten: FLIPP Präsentationen am 05.12. WS: Redemittel zum Diskutieren, S. 147; Wortschatz, S. 158

	Redemittel zum Diskutieren	
Mittwoch, 28.11.2012	Station 5: Leipzig Videoblog „Erlkönig“ / Im Osten	Vorbereiten: Text: „Schließt euch an!“, S. 155-158
Freitag, 30.11.2012	Station 5: Leipzig Mauerbau und Demonstrationen Text: „Schließt euch an!“	
Montag, 03.12.2012	Station 5: Leipzig Text: „Schließt euch an!“	
Mittwoch, 05.12.2012	Station 5: Leipzig FLIPP Präsentationen	AB: Station 5 Leipzig fällig am 07.12. Lernen Sie für den Test
Freitag, 07.12.2012	Test 5: Station Leipzig	Lernen Sie für den Abschlusstest
Montag, 10.12.2012	Abschlussdiskussion, Wiederholung	Lernen Sie für den Abschlusstest
Freitag, 14.12.2012	Abschlusstest 01A 2:00-5:00pm	