**GRMN 4001/6001**

**Advanced German Grammar**

**Instructor: Dr. Jan Uelzmann**

Office: Swann 218

Course meets: Tue- Thu, 3:05 - 4.25 pm

@ Swann 115

Office hrs: Tue and Thu, 9-10 pm, and by appt.

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**Textbook:**

-Donahue, Frank E. *Deutsche Wiederholungsgrammatik: A Morpho-Syntactic Review of German.* New Haven: Yale University Press, 2009

- Additional course materials on T-Square

**Course Aims:**

The course is designed to help students refine their command and understanding of advanced patterns of German grammar. The course focuses primarily on formal accuracy, but class activities will include communicative applications of grammatical points and the study of grammatical features in authentic texts. In class we will review the grammar theory, answer questions about grammar, do grammatical exercises, and then move to communicative activities (discussion, group analysis of texts).

**Learning objectives:**

Upon completion of this course, students will

* Demonstrate their grammatical proficiency and identify the areas that still need improvement
* Demonstrate increased accuracy in aspects of the German grammar that are acquired later on the language acquisition process, such as propositions, adjective and case endings, and idiomatic collocations;
* Refine their command of advanced grammatical structures in German, such as indirect speech, the subjunctive, and relative pronouns in both production and reading;
* (grad students): Reflect upon their ongoing problems and progress for continued advanced language acquisition in the form of a grammar journal

**Grading**:

*Undergraduate students:*

Tests (3): 45%

Daily assignments: 15%

Participation: 10%

Quizzes: 10%

Final: 20%

*Graduate students:*

Tests (3): 45%

Daily assignments: 10%

Participation: 10%

Quizzes: 10%

Grammar journal: 10%

Final: 15%

**Attendance :** regular attendance (and participation, see below!) is crucial for passing this course. Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://catalog.gatech.edu/rules/4/>

Should you miss more than four classes unexcused, you will fail this class.

**Participation:** This class thrives on active and engaged discussion! I expect that you come to class well prepared and acquainted with the material to be covered, that you take part actively in class discussion, and that you ask questions if something is unclear. Everyone in this course should work together to create a relaxed and anxiety-free learning environment that invites participation and the exchange of ideas. Participation grades will be available on T-Square on a weekly basis.

Exemplary participation grade profiles:

90-100 (A): regular participation and well prepared

80 (B): irregular participation, but well prepared

70 (C): participates rarely, but prepared

60 (D): doesn’t participate and is unprepared

0 (F): not present in class

**Daily Assignments:**

Each chapter in the textbook contains a number of exercises, including fill-in grammatical exercises, guided communication exercises, and free communication exercises that require use of the target grammar. You are expected to have completed all of the fill-in exercises for the assigned section(s) in writing before class. Because the answers are given, the question in class will not necessarily be “*what* is the right answer,” but rather “*why* is this the right answer.” In other words: be ready to explain your choice. The fill-in exercises will be checked for completion on a bi-weekly basis. Entirely completed assignments receive a 100. These grades form the basis for the “daily assignments” grade.

The Gruppen- and Partnerarbeiten do not need to be written out, but you must be prepared to go over them in class.

**Tests:**

Three tests will be given over the course of the semester. Tests typically cover several chapters of the textbook and consist of items similar to those on the homework assignments and in-class exercises.

**Quizzes:**

There will be quizzes, both announced and unannounced, about the material we have covered.

**Grammar Journal:**

For every section of the course that concludes with a test, an entry in your grammar journal is due. This is a self-reflexive journal in which you chronicle your progress and ongoing challenges in German grammar through short entries (200 words in German, together with examples of the structures mastered and those not-yet-mastered. You are to illustrate these structures by quoting from German news websites (Spiegel.de, tagesschau.de, zeit.de. The journal will be collected on test days. *Grading criteria*: content: 20%, grammar: 20%, vocabulary: 20%, comprehensibility: 20%, style, length & mechanics: 20%.

**Final Exam:**

This course concludes with a final exam. The final exam will focus on chapters 21-24 in the textbook (not covered by tests 1-3) and will contain a cumulative section as well.

**Classroom Etiquette:**

Cell phones must be turned off in class; computers may be used only for note-taking.  ***Students who use electronic devices for non-class related activities and create a disturbance will be asked to leave for the remainder of that class.*** We must all do our best to make class a pleasant and valuable experience for everyone. Please conduct yourselves accordingly.

**Errors and mistakes**

Errors and mistakes are inevitable, and they are an integral part of language acquisition. In my classroom, I foster an atmosphere where mistakes will be treated respectfully. Language learning requires risk taking, and I want you to feel safe and relaxed, so that you can speak up in front of the class without any anxiety, even if you are not certain if your contribution is correct. Please do not hesitate to contact me if there is anything going on in the classroom that prevents you from speaking up in class.

**Study Groups:**

If possible, find one or two other students in the class who are willing to get together to go over things and help each other. This has proven very valuable for some students in the past, as your classmates may understand certain aspects of German grammar better than you do, and vice versa. From my personal experience I can say that the best way I fully grasped a concept was by explaining it to others!

#### Special needs:

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>

**Academic Integrity:**

**The Georgia Tech Academic Honor Code applies to this course.**

**Authorized collaboration and unauthorized collaboration:**

**Plagiarism:** Plagiarizing is defined by Webster’s as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code.Quote and attribute any words that are not your own. Do not cut and paste anything into your essays. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at [www.mla.org](http://www.mla.org)

**For Homework/Projects/Quizzes/Tests:** Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. Cheating off of another person’s test or quiz is unethical and unacceptable. Cheating off of anyone else’s work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. Use of any previous semester course materials is allowed for this course; however, I remind you that while they may serve as examples for you, they are not guidelines for any tests, quizzes, homework, projects, or any other coursework that may be assigned during the semester. (“Word” is saved copies of old tests, quizzes, homework, projects, or other coursework teachers have given in past semesters.) We will have review sections prior to the tests that will give you a clear idea of what will be expected of you in the exam. For any questions involving these or any other Academic Honor Code issues, please consult me or [www.honor.gatech.edu](http://www.honor.gatech.edu)

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate-high or higher level on the ACTFL scale, and will reflect mostly in German upon German language usage patterns in (among other things) register, sentence mood, idiomatic use of prepositions, conventional language usage, and collocations. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | N/A |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | Through morpho-syntactic analysis of German, students will enhance their grammatical accuracy in writing (among other things: prepositions, case endings, complex verb constructions, etc). |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate reading proficiency at the advanced-low or higher level on the ACTFL scale, and will be able to reflect mostly in German upon German language usage patterns in (among other things) register, sentence mood, idiomatic use of prepositions, conventional language usage, and collocations. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Through in-depth discussion of register, modes of formal address, gender equality in language, and other topics, students will reflect on cultural differences and similarities between the German speaking cultures and their own. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | N/A |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | N/A |

***Course Calendar***

Chapter numbers refer to Donahue, *Deutsche Wiederholungsgrammatik*

M, January 7: *Einführung*, Syllabus, *Kennenlernen*

W, January 9: Chapter 1, Present Tense

F, January 11: Chapter 2, Present Perfect

M January: 14: Chapter 3, Simple Past & Past Perfect

W January 16: Finish Chapter 3

F January 18: Chapter 4, Future and Future Perfect

M, January 21: **School Holiday**

W, January 23: Chapter 5, Imperative: Commands

F, January 25: Chapter 6, Inseparable Prefix Verbs

M, January 28: Chapter 7, Separable Prefix Verbs

W, February 30: Begin chapter 8, Modal Auxiliaries

F, February 1: Finish chapter 8

M, February 4: Review chapters 1-8

W, February 6: **Test on chapters 1-8**

F, February 8: Chapter 9, Nouns & Case

M, February 11: Chapter 10, part 1, Articles (der/ein)

W, February 13: Chapter 10, part 2,

F, February 15: Chapter 11, part 1, Adjective Endings

M, February 18: Chapter 11, part 2

W, February 20: Chapter 12, Comparative&Superlative

F, February 22: Chapter 13, part 1, Pronouns

M, February 25: Chapter 13, part 2

W, February 27: Review chapters 9-13

F, March 1: **Test on Chapters 9-13**

M, March 4: Chapter 14, Adverbs

W, March 6: Chapters 15, part 1, Prepositions

F, March 8: Chapter 15, part 2

M, March 11: Chapter 16, part 1, Idioms&Prepositions

W, March 13: Chapter 16, part 2

F, March 15: Chapter 17, Numerals and Time Exp.

M, March 18: **Spring Break**

W, March 20: **Spring Break**

F, March 22: **Spring Break**

M. March 25: Chapter 18, Conjunctions & Clauses

W, March 27: Chapter 19, Rel. Clauses&Inf. Constr.

F, March 29: Chapter 20, *da*-Compounds, ext modifiers

M, April 1: Review Chapters 14-20

W, April 3: **Test on chapters 14-20**

F, April 5: Chapter 21, parts 1 and 2, Pres. Subjunct.II

M, April 8: Chapter 21, parts 3 and 4

W, April 10: Chapter 22, part 1, Past Subjunct. II

F, April 12: Chapter 22, part 2

M, April 15: Chapter 23 Direct/Indirect Discourse

W, April 17: Chapter, 24, part 1, The Passive Voice

F, April 19: Chapter 24, part 2

M, April 22: loose ends

W, April 24: General Review

F, April 26: Review of chapters 21-24