

Abridged Teaching Portfolio

Jacob A. van der Kolk, Ph.D.

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*For more current peer evaluations, please see the Letters of Reference from Dr. Brian Tucker and Dr. Jane Hardy.

Additional and unabridged materials available on request.

Statement of Language Teaching Philosophy

Jacob A. van der Kolk, Ph.D.

My Beliefs

I believe that all aspects of language learning, including speaking, writing, reading, listening, and cultural knowledge, should be stressed at every level of instruction. I also prioritize growth in grammatical, lexical, pronunciation, and pragmatic competency.

Through linguistic competency and cultural awareness, my instruction develops students' abilities to negotiate meaning and act responsively in novel situations. In my classrooms, foreign languages serve as a catalyst that refines broader communicative skills such as contextual meaning parsing,¹ circumlocution, precision writing, and lexical adaptation.

At the same time, foreign culture studies cultivate how to negotiate unfamiliar situations, like navigating formality intricacies or conventions on public spaces. These less-tangible skills are useful beyond the classroom, showing students how to flourish in novel social milieus (a Viennese opera house, a corporate board room) and idiolects (Goethe's poetry, English medical jargon) both outside and within their own culture.

My teaching thus strives to facilitate student growth in cross-cultural agency. Students should become not only fluid, proficient speakers of German and resplendent authorities on Germanophone culture, but also highly adaptable actors who responsibly engage and empathize with the unknown and uncomfortable.

Classroom Management and Interaction

My classes foster a culture of empathy and accountability. I strive to fashion myself as an honest advocate of students' learning. To build rapport, offer tips, and deconstruct student stereotypes of the self-absorbed professor, I hold casual one-on-one meetings with all of my students at least once a semester. I likewise strive to make language learning an enjoyable, collective experience. Students should feel that they have a personal stake in their own and their classmates' learning.

Furthermore, I nudge students to take an active, growth-focused role in their own learning. I try to direct students toward sustainable, successful habits. Among other techniques, I use regular, low-stakes formative work to induce disciplined routines, lessen anxiety, and scaffold less-prepared learners. Summative assessment in my courses serves as a medium for self-reflection and growth, with replete opportunities for revision. My courses also provide accessible, actionable feedback, including video "debriefings" on tests and oral presentations.

¹ See Example B for an example lesson.

My courses try to preempt student problems. I make feedback quick, easy, and plentiful so that students will find them preferable to less desirable sources like online translators. Students likewise have a large variety of supplementary materials like videos and interactive websites in order to accommodate different learning styles and sensory preferences. By tracking performance metrics, I also preemptively intervene with at-risk individuals, and bring in other stakeholders such as advisors and coaches.

I structure my courses to encourage confidence and self-exploration. Starting with my syllabi, my courses advocate best practice learning habits. Over the semester, I proactively model these methods through the very design of my assignments, e.g. by breaking summative assignments into small, manageable chunks. To promote self-efficacy, students undertake many confidence-building assignments, and are pushed to find personal relevance in the culture through self-directed cultural enrichment work.²

Session and Term Organization

Sessions of beginning and intermediate level courses should be fast-paced and incorporate numerous exercises targeting various objectives and skills. Aside from the many predominate speaking activities, sessions should also include writing, reading, and listening exercises, while also touching on cultural topics. Class time should focus primarily on cultural content and linguistic practice rather than learning about the language. Students should learn rote grammar outside of class through the textbook and homework assignments.

My typical class session comprises at least four to five activities. I always begin with a warm-up activity that revisits a previous well-understood lesson and readies students for active participation. Such activities include short games, partner discussions, or simple whole-class question-and-answer exercises. Subsequent activities gradually reintroduce and build upon topics, structures, and vocabulary from the homework and previous sessions, and progress from heavily receptive and structured to increasingly productive and open-ended.³ In the last few minutes of a class, I briefly preview new concepts that students will encounter in the homework.

All of my courses structure learning as a compounding process over the span of the term. I persistently revisit and reuse topics and lessons across sessions, and students have numerous opportunities for practice and revision. I use low-stakes formative assignments to encourage experimentation and exploration. In advanced courses, my students maintain online reading journals, which forces them to read class readings while also providing a medium where they test out new ideas and language, discover useful vocabulary, and ease themselves into upcoming higher-stakes assignments.

² See https://jakevanderkolk.xyz/ger_101-fs_2022/enrichment.html for current examples.

³ See Example C for an example of this progression.

Student Evaluations

Quantitative Ratings

Simultaneous sections aggregated into single entries and weighted according to class size.

Wabash College⁴ On a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) with 3 as “Neutral”

<u>Term</u>	<u>Course</u>	<u>Instructor Rating⁵</u>	<u>Respondents</u>
FS21	Elementary German 1 (A1)	4.15	17/21
SS22	Elementary German 2 (A2)	4.05	15/19
FS21	German Composition (C1)	4.61	6/7
FS21	Introduction to German Literature (C1/C2)	3.89	5/5

Wabash College⁶ On a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) with 3 as “Neutral”

<u>Term</u>	<u>Course</u>	<u>Instructor Rating⁷</u>	<u>Respondents</u>
FS20	Elementary German 1 (A1) [COVID Hybrid Course]	4.61	13/15
FS20	German Composition (C1) [COVID Hybrid Course]	2.8	12/12

Kalamazoo College On a scale from 1 (Poor) to 5 (Excellent) with 3 as “Good”

<u>Term</u>	<u>Course</u>	<u>Course Rating⁸</u>	<u>Instructor Rating⁹</u>	<u>Respondents</u>
WI19	Elementary German 2 (A2)	4.67	4.22	9/10
FQ18	Elementary German 1 (A1)	3.54	3.15	13/13
WI18	German Composition (C1)	3.17	3.42	12/12
WI16	German Composition (C1)	3.33	3.17	6/6
WI15	German Composition (C1)	2.38	2.13	8/8

Western Michigan University On a scale from 1 (Exceptionally Low) to 5 (Exceptionally High)

<u>Term</u>	<u>Course</u>	<u>Course Rating¹⁰</u>	<u>Instructor Rating¹¹</u>	<u>Respondents</u>
FA18	Elementary German 1 (A1)	4.17	4.17	6/23
SU18	German for Reading Proficiency	5.00	5.00	1/6

⁴ Wabash College does not officially facilitate student evaluations. Instructors must facilitate their own evaluations.

⁵ Combined average of the following prompts: “The instructor presented course material effectively,” “The instructor stimulated my interest,” “The instructor was available and attentive to student questions and concerns,” Grading and feedback were reasonable and helpful,” “I felt comfortable in this course,” “The supplementary materials (in-class handouts, grammar videos, Easy German explanations, etc.) helped me understand course content.

⁶ Wabash College does not officially facilitate student evaluations. Instructors must facilitate their own evaluations.

⁷ Prompt: “My professor is an outstanding teacher.”

⁸ Prompt: “Overall this course was”

⁹ Prompt: “Overall this instructor was”

¹⁰ Prompt: “Rate the overall quality of this course.”

¹¹ Prompt: “Rate the instructor's overall teaching effectiveness.”

FA15	German Composition (C1)	3.50	3.50	2/10
FA15	Elementary German 1 (A1)	3.10	3.50	8/22

The Pennsylvania State University		On a scale from 1 to 7 with 4 as “Average”		
<u>Term</u>	<u>Course</u>	<u>Course Rating¹²</u>	<u>Instructor Rating¹³</u>	<u>Respondents</u>
FA14	Elementary German 2 (A2) Online	5.83	6.33	24/30
FA13	Elementary German 2 (A2) Online	5.45	6.00	13/19
SU12	Elementary German 2 (A2) Intensive	7.00	7.00	1/5
SU12	Elementary German 1 (A1) Intensive	6.00	7.00	3/20
FA11	Elementary German 2 (A2) Online	5.56	6.00	9/14
SP11	Elementary German 2 (A2)	3.71	3.29	14/20
FA10	Intermediate German 1 (B1)	5.24	5.59	34/44
SP10	Elementary German 1 (A1) Online	3.00	5.00	4/12
FA09	Intermediate German 1 (B1)	5.05	5.19	47/47
SU09	Elementary German 1 (A1) Online	4.00	5.00	3/13
SP09	Elementary German 1 (A1) Online	6.40	6.40	5/9
SP08	Elementary German 1 (A1)	4.44	4.40	19/25
SP07	Elementary German 2 (A2)	5.24	5.65	17/21
FA06	Elementary German 2 (A2)	5.85	5.55	30/38

Susquehanna University		On a scale from 1 (Definitely False) to 5 (Definitely True) with 3 as “In Between”		
<u>Term</u>	<u>Course</u>	<u>Course Rating¹⁴</u>	<u>InstructorRating¹⁵</u>	<u>Respondents</u>
SP13	Intermediate German 2 (B2)	2.70	2.40	9/9
FA12	Intermediate German 1 (B1)	3.36	3.51	41/42

12 Prompt: “Rate the overall quality of this course.”

13 Prompt: “Rate the overall quality of the instructor.”

14 Prompt: “Overall, I rate this course as excellent.”

15 Prompt: “Overall, I rate this instructor an excellent teacher.”

Student Comments

Unabridged student evaluations available on request.

Beliefs

Appreciated the different style of course (compared to other German courses I've taken here). [...] Helped my speaking & writing in German considerably. (German Composition, Kalamazoo College, Winter 2018)

The readings were quite good, though they were difficult to read due to my limited German vocabulary. For that, however, the reinforcement of our contextual skills was very helpful for learning how to get a general understanding of a passage. (German Composition, Wabash College, Fall 2020)

I currently feel comfortable enough to express certain thoughts in German. But especially something like getting food or perhaps now, asking for directions. And we often examined the cultures of German-speaking nations by showing regional differences in the language or comparing things like restaurant culture. (Elementary German 1, Wabash College, Fall 2021)

Classroom Management and Interaction

Empathy and Accountability

I think that my professor was very effective in helping me learn German. He's very relatable and personable and always willing to help. (German Composition, Wabash College, Fall 2020)

Dr. VDK was an energetic, caring prof who engaged the students in the class and went above and beyond answering questions. (Elementary German 2, Kalamazoo College, Winter 2019)

He made the class interesting and his goofy personality made things very memorable. (Elementary German 2, Kalamazoo College, Winter 2019)

Partner conversations were very helpful and the Cultural Enrichment activities were fun and allowed me to hear our vocab in context of a show or film. (Elementary German 1, Wabash College, Fall 2021)

Student Ownership

Very available during office hours, patiently explains (and re-explains...) content. I hate learning languages and this was a very difficult class for me, but Jake made the ordeal as painless as possible. (German for Reading Proficiency, Western Michigan University, Summer 2018)

Instructor clearly worked hard to make class time engaging & to get our work corrected & handed back in a timely manner. (German Composition, Kalamazoo College, Winter 2018)

He is always energetic to get us to actively participate in class, [...] he pushes us to improve and speak more, which helps in learning the language. (Elementary German 1, Western Michigan University, Fall 2018)

I think van der Kolk did a good job of making learning straight forward. He was friendly and helpful, and made learning appropriately challenging, [although he] [g]ets a bit overexcited and overexpressive. (Elementary German I, Kalamazoo College, Fall 2018)

Student evaluation question: *Students' ideas and contributions were encouraged.* Average of responses: 9.26 out of 10 (Strongly Agree) (German Composition, Kalamazoo College, Winter 2018)

Student Confidence and Self-Exploration

I liked playing the games at the start of class. Helped me to get excited for the class. (German Composition, Wabash College, Fall 2021)

The daily journals were very effective, as it required work to be done multiple times a week, and in smaller chunks than one big assignment per week, which was very effective for teaching the language. (German Composition, Wabash College, Fall 2020)

I thought the feedback was the best I have had in a class. (Introduction to German Literature, Wabash College, Spring 2022)

I liked the further connections in the real world that you made to the reading. (German Composition, Kalamazoo College, Winter 2018)

The instructor did well to find different ways of explaining the material in order to aid the students in learning a different language in as many ways as possible. (Elementary German 1, Western Michigan University, Fall 2015)

The instructor's comments were very helpful in me being able to see areas where I can focus on improving. I also feel that the extra help videos were extremely beneficial. (Elementary German 2 Online, Penn State, Fall 2014)

Session and Term Organization

[The course] [w]as well put together and [had an] enthusiastic teacher. (German Composition, Kalamazoo College, Winter 2018)

Session Organization

He's also good at pacing the class so that all students are at the same level of understanding.
(German Composition, Western Michigan University, Fall 2015)

Jake gives really clear instructions and explanations [...] that help me understand rules and concepts. I feel like he gives us a really good basis to understand and use grammar and vocab. He's also really upbeat and keeps the pace of the class going and interesting.
(Elementary German 1 Intensive, Penn State, Summer 2012)

He is prepared for class and has an enthusiasm for teaching the content. (German Composition, Western Michigan University, Fall 2015)

Term Organization

[The instructor was] [g]ood at including many chances for writing and feedback on our writings. (German Composition, Western Michigan University, Fall 2015)

The instructor did well for this course. The course had a lot of material, and was fast paced.
(Elementary German 2 Online, Penn State, Fall 2014)

The constant feed back from the professor [helped me the most in this course]. (Elementary German 2 Online, Penn State, Fall 2013)

Peer Evaluations*

*For more current peer evaluations, please see the Letters of Reference from Dr. Brian Tucker and Dr. Jane Hardy.

Dr. Olivia Gabor-Peirce, Western Michigan University

German Composition (C1), Western Michigan University, Fall 2015

TO: Dr. Molly Recchia, Chair, Department of World Languages and Literatures

CC: Jacob van der Kolk, German Instructor

FROM: Olivia G. Gabor-Peirce, Ph.D.

DATE: 15 October 2015

RE: Classroom Visitation, Jacob van der Kolk

With Mr. van der Kolk's approval, I visited his German 3160 course, Intermediate German Conversation, in room 2207 Dunbar Hall, 2:00-3:15 p.m.

German Composition focuses on improving writing skills in German while also solidifying the grammar. The level is advanced-intermediate. It is a thorough review of German grammar with a heavy amount of new information that helps students write more precisely, idiomatically, and accurately, and to read more fluently.

Mr. van der Kolk's course was very good. In this hour, no English was heard. All of the activities and all of the instruction took place in German. The students appeared to be comfortable with this atmosphere.

The hour was spent in active engagement on the part of the students. No new topic was introduced, rather the goal was to solidify and actively apply grammatical information already learned. Every activity (there were several) took place in group work. The topic was clearly introduced and explained to the class, both verbally and visually through clear power point slides. The students were never unsure of what to do and worked actively and efficiently together. The instructor gave ample time for groups to finish, then spent time discussing the results produced in the group settings.

In summary, Mr. van der Kolk's class was perfect. The instructor was able to produce a perfect learning atmosphere. The material was well-prepared, organized, the activities were balanced, in terms of controlled vs. open-ended, and all topics were covered adequately in a variety of activities. Little explanation of grammar was necessary. Furthermore, the interaction between the students was facilitated by the instructor in an efficient, engaging manner, and the students all received individual attention. Mr. van der Kolk has a personality and a style that promotes a comfortable and conducive learning atmosphere. It is certain that during this hour, the students solidified their writing skills in German. Mr. van der Kolk holds has a solid foundation in foreign language-teaching. I recommend him for future instruction in the Department of World Languages and Literatures at WMU.

Note: On lines 1 through 2 of the body of this memo, "Intermediate German Conversation" should read "German Composition".

Dr. Enid Valle, Kalamazoo College
German Composition (C1), Kalamazoo College, Winter 2018

Class visit

Enid Valle <Enid.Valle@kzoo.edu>
An: Jake VanderKolk <jakevanderkolk@gmail.com>
Cc: Enid Valle <Enid.Valle@kzoo.edu>

7. März 2018 um 08:33

Dear Jake,

Thank you so much for having me in your German 240 class. I enjoyed being there, and observing how smoothly the class unfolded. I was quite pleased about how little English you had to use. I am aware that, in some of those instances, you did it so I could better follow the class -- given my extremely limited knowledge of German. That was very kind of you.

The over all pacing of the class was realistic and well adjusted to the students' knowledge, although I would recommend that every so often --- before explanations become too long or too complex--- you provide students with a short exercise that allows them to practice immediately the very same point that was explained. Your strategy of alternating pair and larger group work varied the pacing and sustained student engagement throughout the 110 minutes; not an easy task.

It is evident that you have a very good rapport with the students, and that they feel at ease asking questions, volunteering answers, and participating throughout.

I appreciate the time and effort you evidently put into class preparation, and into engaging students so that they remain enthusiastic about studying German.

Sincerely,
Enid

Enid Valle
Professor of Spanish
Chair, German Studies Department
Kalamazoo College
Kalamazoo, MI

Note: On the first line of the body of this E-Mail memo, "German 240" should read "German 204."

Example Course Materials

Example A: Abridged Syllabus for Elementary German 1

Wabash College, Fall 2021

Please see unabridged original at https://jakevanderkolk.xyz/ger_101-fs_2021

The screenshot shows a course syllabus page for "Deutsch 101" (Elementary German I) at Wabash College for Fall 2021. The page has a red header bar with the title and a green sidebar on the left.

Meetings & Instructors

Class Sessions
Section 1: Mondays, Wednesdays, and Fridays 10:00-10:50, Detchon 212
Section 2: Mondays, Wednesdays, and Fridays 1:10-2:00, Detchon 212

Dr. Jacob van der Kolk
vanderkj@wabash.edu
Office: Detchon 201
Office Hours (via Zoom or in person)
Mondays and Wednesdays 3:20-5:40
and by appointment



Course Description and Objectives

In German 101, you will start learning to communicate in German through speaking, writing, listening, reading, and cultural knowledge. Over the course of the semester, you will learn vocabulary (as well as grammatical and cultural knowledge) in order to interpret oral and written language, to interact with other speakers, and to express yourself. Students who diligently complete the tasks of this course will meet or exceed the ACTFL "Novice" levels (see page 9) for speaking, reading, listening, and writing.

Our course will include:

- in-class activities, including pair and group work focusing on using the new structures and vocabulary in a variety of contexts. *Active participation is essential!*
- daily homework, including grammar readings, vocabulary memorization, and extra practice. *You will learn the grammar and vocabulary just as much on your own as in class!*
- cultural readings including short texts, films, TV episodes, short videos, and music
- a lab session once a week with a tutor for extra German practice

Elementary German I complies with the [Wabash College Academic Credit Policy](#) stated in the Academic Bulletin. In addition to regular class meetings, direct instruction in this course takes place through lab sessions, office hours, cultural enrichment activities outside of class, face-to-face oral examinations, and feedback on written and performative work.

Learning Objectives

By the end of this course, students

- will begin to develop an active vocabulary in German, focusing on those elements that are most frequently used in classroom and interpersonal communication.
- will acquire basic grammatical structures (e.g., verb conjugations, past-tense forms, subordinate clause constructions, etc.)
- will be able to read and derive meaning from short, straightforward texts.
- will become able to express personal meaning both orally and in writing at a novice level.
- explore an array of cultural topics that will deepen their understanding of German, Swiss, and Austrian culture.

For a complete description, see this [course's unabridged Student Learning Outcomes document](#).

Course Materials

No "Textbook" Required! We are using a new online-only curriculum developed at Princeton University and adapted for Wabash students: [der|die|das](#). This curriculum innovates by focusing on the 1,200 most frequently used words in German. Each chapter presents (on average) 80 words from this list, which subsequent chapters review in varying formats, allowing you to develop a solid grasp of the most frequently used words in the language. By the end of the 100-level sequence, we will have learned about 800 of the 1,200 core vocabulary words!

der | die | das

Bring a phone for any online activities we might do in class.

Grading and Assignments

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D
93.33-100%	90-93.32%	86.67-89.99%	83.33-86.66%	80-83.32%	76.67-79.99%	73.33-76.66%	70-73.32%	60-69.99%

Participation (20%)

For each class and lab session, you will receive 1, 0, or -1 points for your participation grade, depending on the following criteria.

- Presence.** Let Dr. van der Kolk know if you will not be attending a class session. If you miss a class session, you will receive -1 point for that session. However, you can still get 1 point by submitting an "asynchronous" attendance assignment. [Follow the directions in this form to do so.](#) You may do this for any absence, excused or unexcused. For unexcused absences, you must submit the assignment within 48 hours of your missed session. For college-sanctioned excused absences, you must submit the assignment within 48 hours of the end of the event.
- On Time.** You are no more than 5 minutes late.

Deutsch 
Englisch 

- **Engagement.** You involve yourself in all class meetings, including group and whole-class activities, and make a good faith effort to express yourself in German. If you are in a distant session, you must have your video on if you are on-campus (but stay muted unless you are speaking). However:
 - **Linguistic Correctness.** You are not expected to speak perfectly, just try your best as often as you can with the language you have learned!
- **Preparation.** You come to class ready and willing to practice the vocabulary, grammar, and topics touched on in your homework and previous class sessions. You have all necessary materials (books, worksheets, notes, etc.) at hand.
- **Cooperation.** You support and encourage your fellow students. Be an asset to others' learning, and they will be an asset to you.

Your final grade in this criterion will be the percentage of aggregate points divided by maximum possible points.

Homework (15%)

Each day you should check the homework plan posted on [Canvas](#). It is your responsibility to complete homework as assigned on a daily basis.

Expect to spend 1-2 hours on homework and preparation for each class session. Please see me if you feel you are working more than this amount.

There is no partial credit for individual assignments. To get full credit, you must do all of the following:

- **On Time.** You submit the set of assignments on time, even if you will be absent that day.
- **Completion.** You submit all parts of all assignments due that day. Every single blank of every single assignment must be filled in.
- Present a good faith effort, that is, you try to genuinely engage with the material. It is not good faith to just copy-and-paste answers from the answer sheet or give a one word answer for a question asking for a complete sentence.
- **Correction.** You check your submission against the provided answer key and resubmit it at least once if you find significant problems.

Your overall grade in these criteria will be the percentage share of assignments fully completed. There are two different types of homework assignments:

- **DerDieDas Homework.** Online exercises out of our "textbook".
- **Quizlet Vocabulary.** Each day you should study an assigned section of the chapter vocabulary. Every two class periods, you will have to show that you've learned the Thema's vocabulary by completing Quizlet a "Learn" or "Spell" activity.

Chapter Tests (50%, 10% each)

Each chapter will have a test, which will include cultural content from our course. While focusing on new material, each test assumes continued mastery of the previous chapters. You will take tests outside of class through Canvas.

- **Academic Honesty.** You will be expected to complete these tests without external aids, even though you will be distant. See our [course policy](#) and the [college policy on academic integrity](#) below. Vocabulary and grammar that we haven't learned yet will be considered academic dishonesty.
- **Missing a Test.** Each test must be taken by posted deadline. Exceptions to this rule will be rare, and will require written notification from an appropriate administrative official. Otherwise, the test will not be rescheduled and will receive a score of "0".

Final Oral Exam (10%)

There will be a final oral exam that you do with a partner.

Cultural Enrichment (5%)

Over the semester, you will participate in a certain number of cultural enrichment activities outside of class related to German-speaking culture, like watching a movie or attending a German Club meeting. [See this list for possible activities](#).

You will submit a short report on the activity (in English) or provide some other evidence of completion. The number of necessary activities will depend on the amount of effort required, as well as when you submit your report (submissions in November count less than those in August).

How to Succeed

The most successful students typically do the following:

- **Get your money's worth:**
 - **Use office hours.** Email me to make an appointment, or feel free to "stop by" with questions! **Don't suffer from FMOOWMP!** –
 - **Speak lots! Make lots of mistakes!** We use our precious class time for lots of speaking practice. I expect (and want!) you to make mistakes as you try out new vocabulary and grammar. This shows me how you've been learning.
 - **Ask questions!** When you're lost or confused, or have a question in class, someone else probably has the same one (and they'll be glad you asked).
 - **Get help when you need it.** If you feel overwhelmed or just don't understand something, get help **NOW**. This will save you aggravation and extra work further down the line. Take advantage of the extra videos I post, e-mail me, or come to my office hours.
- **Keep up.** College language courses move fast, and everything we learn in this course assumes you know what we previously have learned. Students most often fail language courses because they fall behind. Make sure to:
 - **Show up.** Missing one or (even worse) multiple sessions will make each following session that much harder. While you can do a make-up after the fact, this assignment requires much more work than attending the session in the first place. Make things easier on yourself!
 - **Complete all assignments on time.** Missing a day's worth of homework won't just cost you points, it will leave you unprepared for the next day's lesson and the next assignment.
- **Learn smarter, not longer.** Expect to put in up to (but not more than) 2 hours of work outside of class for each hour of class and lab. However, studies show that people retain knowledge better when they learn small amounts at a time and review repeatedly. With a little foresight and planning, you can save time and frustration if you:
 - **Build a routine.** Set aside a few times every day to get one assignment done.
 - **Study opportunistically.** Use time that you might waste (e.g. standing in a long line, eating by yourself, waiting for class to start) practicing vocabulary instead of viewing cat photos on your phone.
 - **Study moderate amounts every day.** You can't learn a language by cramming. You need to build your long-term memory. Instead of doing all your homework right before it is due or memorizing the vocabulary the night before a test, do a moderate amount every day and give yourself time to review your work.
 - **Take breaks.** If you do all your coursework in one big sitting, you may not be giving yourself time to let things sink in. Schedule in a break so that you don't work for more than an hour without taking some sort of a break.
 - **If you get stuck, revisit later.** If a particular lesson or exercise frustrates you, put it aside for a while, work on something else for a while, and let your brain reset. It may make sense later.
 - **If you need more than 6 hours/week to keep up, or just feel overwhelmed, get help!** Come and see me in my office hours, so that we can hash out methods that will work specifically for you.
- **Find study partners.** Get to know your classmates and form groups in which you can collaborate on day-to-day assignments, and study for tests. But make sure you still do your own work!
- **Master the basics.** Focus on learning the fundamentals. It took you decades to become a sophisticated speaker in your first language(s). Rather than attempting to directly replicate this sophistication, aim instead at expressing ideas by creatively using the basics we learn here.
 - **Vocabulary, vocabulary, vocabulary!** Having a strong working vocabulary makes everything easier and faster. Learn a few words every day. Use our Quizlet utilities or (even better) old-fashioned paper flash cards – find what works for you!
- **Make learning fun!** Language learning need not be serious or dull! Make class fun and welcoming for yourself and your classmates by participating in lighthearted yet respectful ways.
- **Celebrate your progress!** When you get frustrated, remember that you are doing something amazing: Over the next 15 weeks you will learn



what took you years in your first language. Every once in a while, celebrate that accomplishment!

Class Etiquette and Course Policies

In the Classroom

Our class will be a respectful environment, where all students feel comfortable sharing their thoughts and opinions. Please let me know if anything in class (or outside of class) makes you feel uncomfortable. I'm happy to meet with you at any point in the semester to discuss individual course performance.

- **Bitte keine Handys!** Please stay off phones, laptops, and tablets unless required for class activities. Texting in class will give you a zero for that day.
- Please check your Wabash College email **frequently** as I use email for class communication.
- **Pronouns and Preferred Names.** Please let me know as soon as possible if you have a preferred name that differs from your legal name listed in the College's records, or if you have specific pronouns that you would prefer I and others use in reference to you.



Academic Integrity

Aside from the *Gentleman's Rule* (see below), be cautious of the following practices in this class:

Acceptable, DO THIS!	Unacceptable, DON'T DO THIS!
Adapt an expression you saw in <i>der die das</i> for your own work.	Copy out whole sentences from another source and claim it as your own work.
Ask someone to underline, but not correct, the mistakes in your essay.	Have a native speaker, friend, peer, or your mom provide corrections to your essay (effectively re-writing it for you).
Look up vocabulary words in <i>der die das</i> or Quizlet.	Use an online translator to translate a sentence or paragraph.*
Use an outside source with a citation.	Use outside sources without citing.
Check your <i>der die das</i> assignment submission with the provided answer key <u>after</u> completing the assignment.	Copy answers straight off of the answer key and submit them as your own.
Use <i>der die das</i> and your notes to check your genders, spellings, and plural forms.	Use an automated grammar checker to identify and revise your mistakes.
Use the expressions and grammar you have learned the best you can on a test.	Use on a test grammar and vocabulary that we haven't learned (I will assume you got them from illicit sources).

*Online translators haven't been the best at translating. A student, who was going to be absent in a course, once sent this email to a colleague named Rob:

Lieber Fruchtsirup: Ich verpasse heute die Kategorie.

English: Dear Fruit Syrup: I'm passing by the category today.†

†She had entered "Dear Rob: I'm missing class today." in an online translator.

Instead, rely first on the vocabulary you have learned and thus know well!

Semester Schedule

This outline contains all major assignments such as tests and essays. It is, however, subject to change at my discretion. For daily homework, see the detailed plan online on Canvas.

Kapitel 1: Smalltalk	Week 1	Before coming to your first class Introduction; Take this survey and this syllabus quiz	Wednesday, August 25 Kapitel 1: Thema 1	Friday, August 27 Kapitel 1: Thema 1
	Week 2	Monday, August 30 Kapitel 1: Thema 2	Wednesday, September 1 Kapitel 1: Thema 2	Friday, September 3 Kapitel 1: Thema 3
	Week 3	Monday, September 6 Kapitel 1: Thema 3	Wednesday, September 8 Kapitel 1: Thema 4	Freitag, September 10 Kapitel 1: Thema 4
Kapitel 2: Vernetzt	4. Woche	Montag, September 13 Test 1	Mittwoch, September 15 Kapitel 2: Thema 1	Freitag, September 17 Kapitel 2: Thema 1
	5. Woche	Montag, September 20 Kapitel 2: Thema 2	Mittwoch, September 22 Kapitel 2: Thema 2	Freitag, September 24 Kapitel 2: Thema 3
	6. Woche	Montag, September 27 Kapitel 2: Thema 3	Mittwoch, September 29 Kapitel 2: Thema 4	Freitag, October 1 Kapitel 2: Thema 4
Kapitel 3: Sonntag	7. Woche	Montag, October 4 Prüfung 2	Mittwoch, October 6 Kapitel 3: Thema 1	Freitag, 08.10.2021 Kapitel 3: Thema 1
	8. Woche	Montag, 11.10.2021 Kapitel 3: Thema 2	Mittwoch 13.10.2021 bis Sonntag 17.10.2021 Midsemester Break: Keine Sitzungen	
	9. Woche	Montag, 18.10.2021 Kapitel 3: Thema 3	Mittwoch, 20.10.2021 Kapitel 3: Thema 3	Freitag, 22.10.2021 Kapitel 3: Thema 4
	10. Woche	Montag, 25.10.2021 Kapitel 3: Thema 4	Mittwoch, 27.10.2021 Prüfung 3	Freitag, 29.10.2021 Kapitel 4: Thema 1
Kapitel 4: Mahlzeit	11. Woche	Montag, 01.11.2021 Kapitel 4: Thema 1	Mittwoch, 03.11.2021 Kapitel 4: Thema 2	Freitag, 05.11.2021 Kapitel 4: Thema 2
	12. Woche	Montag, 08.11.2021 Kapitel 4: Thema 3	Mittwoch, 10.11.2021 Kapitel 4: Thema 3	Freitag, 12.11.2021 Kapitel 4: Thema 4
Kapitel 5: Autobahn	13. Woche	Montag, 15.11.2021 Prüfung 4	Mittwoch, 17.11.2021 Kapitel 5: Thema 1	Freitag, 19.11.2021 Kapitel 5: Thema 1
	Samstag 20.11.2021 bis Sonntag 28.11.2021: Thanksgiving-Ferien, Keine Sitzungen			
	14. Woche	Montag, 29.11.2021 Kapitel 5: Thema 2	Mittwoch, 01.12.2021 Kapitel 5: Thema 2	Freitag, 03.12.2021 Kapitel 5: Thema 3
	15. Woche	Montag, 06.12.2021 Kapitel 5: Thema 3	Mittwoch, 08.12.2021 Kapitel 5: Thema 4	Freitag, 10.12.2021 Kapitel 5: Thema 4
	Exam Week	Dienstag, 14.12.2021, 9.00-12.00 Section 1: Prüfung 5, Oral Exam	Mittwoch, 15.12.2021, 13.30-16.30 Section 2: Prüfung 5, Oral Exam	

Meetings & Instructors • Description • Materials • Grading • Succeeding • Policies • Schedule

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Example B: Abridged Syllabus for German Composition

Wabash College, Fall 2021

Please see unabridged original at https://jakevanderkolk.xyz/ger_301-fs_2021

Meetings & Instructor • Description • Materials • Grading • Assignments • Bundles • Succeeding • Policies • Schedule

Deutsch 301

Conversation and Composition

Fall 2021

Meetings & Instructor

Kurssitzungen (Class Sessions)
Veranstaltungsort (Location): Detchon 212
montags, mittwochs und freitags 14.10-15.00

Dr. Jacob van der Kolk
vanderkj@wabash.edu
Büro: Detchon 201
Sprechstunden (Office Hours) (per Zoom oder persönlich)
montags und mittwochs 15.20-17.40
und nach Vereinbarung (and by appointment)



Course Description and Objectives

This course will develop your command of the language by teaching you how to *use* what you have learned in previous semesters. We will build on your reading, interpretative, writing, and speaking skills, as well as your knowledge of 20th Century German culture by reading, discussing, and writing about four German youth and young adult novels set in different historical periods. This course will help you develop reading, writing, lexical, and discursive tactics that you already use in your first language(s), and will review structures with an eye toward improving your use of those structures. In sum, this course will aim to make you a more nuanced German speaker capable of engaging in a wider variety of complex contexts and genres.

You will engage with the material through daily homework (see below) that will help determine class discussions and lectures, provide content for our periodic quizzes, and facilitate your writing of two formal essays. We will learn grammar and vocabulary according to demonstrated needs, while we will give special focus on developing heuristic skills that make reading and writing more effective and easier. Class discussions will occur in German.

German Conversation and Composition complies with the [Wabash College Academic Credit Policy](#) stated in the Academic Bulletin. In addition to regular class meetings, direct instruction in this course takes place through students' oral presentations, essay writing, office hours, cultural enrichment activities outside of class, and feedback on written and performative work.

Learning Objectives

By the end of this course, students

- will expand their active vocabulary to better express personal meaning with more nuance and complexity in a variety of contexts and writing genres.
- will be able to employ previously-learned grammatical structures accurately in speaking and writing.
- will be able to read, derive meaning from, interpret, and evaluate longer, more challenging texts.
- will become more competent and confident speakers and writers of German, typically at an intermediate-high to advanced-low level.
- explore an array of cultural topics that will deepen their understanding of German, Swiss, and Austrian culture.

For a complete description, see this [course's unabridged Student Learning Outcomes document](#).

Course Materials

If you decide to purchase any of these texts from a source other than our bookstore, make sure that you get exactly these versions, that is, make sure that their ISBN matches. Do not get Easy Reader editions.

- Erich Kästner, *Emil und die Detektive* (Cecilie Dressler) [ISBN: 3-7915-3012-7]
- Klaus Kordon, *Die Flaschenpost* (Beltz & Gelberg) [ISBN: 3-407-78378-7]
- Frank E. Donahue, *Deutsche Wiederholungsgrammatik: Morpho-Syntactic Review of German* (Yale UP) [ISBN: 0-300-12468-6]
- A laptop or tablet with which you can access [Google Drive](#) during class.



Grading and Assignments

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D
93,33-100%	90-93,32%	86,67-89,99%	83,33-86,66%	80-83,32%	76,67-79,99%	73,33-76,66%	70-73,32%	60-69,99%

Participation (die Beteiligung, 20%)

For each class period, you will receive 1, 0, or -1 points for your participation grade, depending on the following criteria.

- Presence.** Let Dr. van der Kolk know if you *will not be attending a class session*. If you miss a class session, you will receive -1 point for that session. However, you can still get 1 point by submitting an "asynchronous" attendance assignment. [Follow the directions in this form to do so.](#) You may do this for any absence, excused or unexcused. For unexcused absences, you must submit the assignment within 48 hours of your missed session. For college-sanctioned excused absences, you must submit the assignment within 48 hours of the end of the event.

For each class session, you must do *all* of the following to get 1 point (no partial credit).

- On Time.** You are no more than 5 minutes late.
- Engagement.** You involve yourself in all class meetings, including group and whole-class activities, and make a good faith effort to express yourself in German. If you are in a distant session, you must have your video on if you are on-campus (but stay muted unless you are speaking). However:
 - Linguistic Correctness.** You are not expected to speak perfectly, just to try your best as often as you can with the language you have learned!
- Preparation.** You come to class ready and willing to practice the vocabulary, grammar, and topics touched on in your homework and previous class sessions. You have all necessary materials (books, worksheets, notes, etc.) at hand.



- **Cooperation.** You support and encourage your fellow students. Be an asset to others' learning, and they will be an asset to you.

Daily Homework (**Tägliche Hausaufgaben**, 15%)

Prior to each class day, you will complete homework dealing with the grammar lesson or responding to this course's viewings and readings. Your daily contribution helps shape class discussions, identify problematic grammar and vocabulary, and develop ideas for your essays. Your overall grade will be the percentage of assignments passed.

Criteria. To get credit for a day's homework assignment, you must achieve all of the following. There is no partial credit:

- **On Time.** You submit your daily entry by **11:00 am** on the day of class.
- **In German.** Unless stated otherwise, you write your journal entry completely in German.
- **Completion.** You include all necessary parts as listed in the directions in **Canvas**.
- **Good-faith effort.** You put a genuine effort into this assignment, and it reflects a genuine effort on your part to engage with the reading and develop your ideas. Think of this as practice for your essay writing!

Homework Checks (**Hausaufgabenkontrollen**, 10%)

Every so often at random, I will give you a pop quiz on the reading, a recent technique we've practiced, a grammatical feature we've learned, vocabulary we have been studying, etc. Each pop quiz will be graded ardently for correctness, but you will have opportunities to re-attempt.

Presentations (**die Referate**, 10%)

You will give two presentations (one on *Emil und die Detektive* and one on *Die Flaschenpost*) that will help clarify that week's reading to your fellow students.

Essays (**die Aufsätze**, 40% total, 15% for the first essay and 25% for the second)

You will write two short essays during the course, each focusing on a theme from our readings. You will submit your drafts through Google Drive.

Criteria. Writing is a **process!** For each essay, you must submit a preview and at least two drafts.

- **Vorschau**, completion counts as 5% of essay grade. You must complete in good faith and on time a short **Vorschau** (Preview). You will propose and sketch out a topic in German in the form of a Thesenpapier (an outline that uses complete sentences in German instead of just key words).
- **Halbe Fassung**, completion counts as 5% of essay grade. You must complete in good-faith and on time a **Halbe Fassung** (Half Draft), where you will present at least half of your essay, to which your peers and I will give you feedback relating to content, stylistics, and mechanics.
- **Volle Fassung**, 90% of essay grade. You provide a **Volle Fassung** (Full Draft), which will represent your best effort at a polished formal essay, and will be graded for substance, effective communication, and demonstration of progress in learning mechanics and vocabulary that we have been learning in the course.
- **Korrekturen**. If needed, you will revise your **Volle Fassung** to resolve its issues.
 - You are allowed to submit as many Korrekturen as you want before the provided due date.
 - For each Korrektur, you can earn up to 100-10% of the points you missed on your previous draft, e.g. on your first Korrektur 90% of your **Volle Fassung**, on your second Korrektur 80% of your first Korrektur, etc.

Cultural Enrichment (5%)

Over the semester, you will participate in a certain number of cultural enrichment activities related to German-speaking culture outside of class, like watching a movie or attending a German Club meeting. See this list for possible activities.

You will submit a short report on the activity (in German) or provide some other evidence of completion. The number of necessary activities will depend on the amount of effort required, as well as when you submit your report (submissions in November count less than those in August).

How to Succeed

For the “How to Succeed” section, see Example A above.

Semester Schedule

This outline contains all major assignments such as essays. It is, however, subject to change at my discretion. For daily homework, see the detailed plan online on Canvas.

1. Woche	Before coming to your first class Take this survey and this syllabus quiz	Mittwoch, 25. August Lesestrategie: Paratexte, Kontext des Lesens	Freitag, 27. August <i>Emil und die Detektive</i> , Kapitel 1
2. Woche	Montag, 30. August <i>Emil und die Detektive</i> , Kapitel 2 und 3	Mittwoch, 1. September Lesestrategie: Vorheriges Wissen (Gattung, Genre und Geschichte)	Freitag, 3. September <i>Emil und die Detektive</i> , Kapitel 5
3. Woche	Montag, 6. September <i>Emil und die Detektive</i> , Kapitel 6 und 7	Mittwoch, 8. September Lesestrategie: Robert's Buferandi	Freitag, 10. September <i>Emil und die Detektive</i> , Kapitel 8
4. Woche	Montag, 13. September <i>Emil und die Detektive</i> , Kapitel 9 und 10	Mittwoch, 15. September Lesestrategie: Kognaten, Komposita und verwandte Wörter	Freitag, 17. September <i>Emil und die Detektive</i> , Kapitel 11
5. Woche	Montag, 20. September <i>Emil und die Detektive</i> , Kapitel 12 und 13	Mittwoch, 22. September <i>Emil und die Detektive</i> , Kapitel 14	Freitag, 24. September <i>Emil und die Detektive</i> , Kapitel 16
6. Woche	Montag, 27. September <i>Emil und die Detektive</i> , Kapitel 17 und 18 Schreibstrategie: das Schreiben als Prozess	Mittwoch, 29. September Vorschau/Thesenpapier zu <i>Emil</i> fällig	Freitag, 1. Oktober Schreibstrategie: Ideen (statt Wörter) übersetzen
7. Woche	Montag, 4. Oktober Halbe Fassung zu <i>Emil</i> fällig	Mittwoch, 6. Oktober Schreibstrategie: Die Sprache recyceln	Freitag, 08.10.2021 Volle Fassung zu <i>Emil</i> fällig
8. Woche	Montag, 11.10.2021 Schreibstrategie: In der Kürze liegt die Würze	Mittwoch 13.10.2021 bis Sonntag 17.10.2021 Midsemester Break: Keine Sitzungen	
9. Woche	Montag, 18.10.2021 1. Korrektur zu <i>Emil</i> fällig <i>Die Flaschenpost</i> , S. 9-14	Mittwoch, 20.10.2021 Grammatik: Perfekt oder TBD	Freitag, 22.10.2021 <i>Die Flaschenpost</i> , S. 15-24
10. Woche	Montag, 25.10.2021 Letzte Korrektur zu <i>Emil</i> fällig <i>Die Flaschenpost</i> , S. 25-36	Mittwoch, 27.10.2021 Grammatik: Modalverben oder TBD	Freitag, 29.10.2021 <i>Die Flaschenpost</i> , S. 37-47
11. Woche	Montag, 01.11.2021 <i>Die Flaschenpost</i> , S. 48-59	Mittwoch, 03.11.2021 Grammatik: Adjektivendungen oder TBD	Freitag, 05.11.2021 <i>Die Flaschenpost</i> , S. 60-71
12. Woche	Montag, 08.11.2021 <i>Die Flaschenpost</i> , S. 83-98	Mittwoch, 10.11.2021 Grammatik: Komparativ und Superlativ oder TBD	Freitag, 12.11.2021 <i>Die Flaschenpost</i> , S. 99-107
13. Woche	Montag, 15.11.2021 <i>Die Flaschenpost</i> , S. 108-116	Mittwoch, 17.11.2021 Grammatik: Präpositionen oder TBD	Freitag, 19.11.2021 <i>Die Flaschenpost</i> , S. 117-126

Samstag 20.11.2021 bis Sonntag 28.11.2021: Thanksgiving-Ferien, Keine Sitzungen (but you should bring *Die Flaschenpost* home with you to read!)

14. Woche	<u>Montag, 29.11.2021</u> <i>Die Flaschenpost</i> , S. 127-146	<u>Mittwoch, 01.12.2021</u> Grammatik: Sondergebräuche von Präpositionen oder TBD	<u>Freitag, 03.12.2021</u> <i>Die Flaschenpost</i> , S. 147-155
15. Woche	<u>Montag, 06.12.2021</u> <i>Die Flaschenpost</i> , S. 156-172 Vorschau zu <i>Flaschenpost</i> fällig	<u>Mittwoch, 08.12.2021</u> Grammatik: Konjunktionen, Neben- und Hauptsätze oder TBD	<u>Freitag, 10.12.2021</u> Halbe Fassung zu <i>Flaschenpost</i> fällig
Exam Week and beyond	<u>Montag, 13.12.2021 um 11.00</u> Keine Endprüfung! Schließen Sie stattdessen die Volle Fassung ab! Volle Fassung zu <i>Flaschenpost</i> fällig	<u>Donnerstag, 16.12.2021 um 11.00</u> Erste Korrektur zu <i>Flaschenpost</i> fällig	<u>Sonntag, 19.12.2021 um 11.00</u> Letzte Korrektur zu <i>Flaschenpost</i> fällig
Meetings & Instructor • Description • Materials • Grading • Assignments • Bundles • Succeeding • Policies • Schedule <small>© 2021 Jacob van der Kolk</small>			

Example C: Contextual Reading Lesson

German Composition, Wabash College, Fall 2021

As part of this course's general emphasis on re-purposing and developing students' heuristic reading and writing practices, these exercises had students readapt their latent abilities at contextual reading and realize reading strategies that allow for ambiguity, i.e. that students should not try to translate their readings word-for-word. To demonstrate this point, the class discusses the following image early in the term as a counterexample of an inefficient and cumbersome method:



So said Mrs Tableleg and now bring me time the
So«, sagte Frau Tischbein, »und nun bringe mir mal den
jar with the warm water after she self took a
Krug mit dem warmen Wasser nach!« Sie selber nahm einen
other jar and the little blue pot with the liquid
anderen Krug und den kleinen blauen Topf mit der flüssigen
Kamillenseife und spazierte aus der Küche in die Stube. Emil
and strolled out the kitchen in the living room. Emil
packed his jar on and walked behind the mother ago.
packte seinen Krug an und lief hinter der Mutter her.

As a follow up assignment to the above text, students then have the following homework:

Screen capture from Canvas Learning Management System. "Robert's Buferandi" text courtesy of Dr. Carrie Jackson at Penn State University

We've been developing our *Gestalt*, our working knowledge image, in *Emil* for a bit now. Let's use that *Gestalt* now to fill in the blanks on a passage we might not understand completely yet, or, in other words, let's look at how *Contextual Reading* works. But first, let's read about Robert:

A. Auf Englisch!

Lesen Sie den Text im Grau und dann beantworten Sie die Fragen ganz unten.

[Read the text in gray and then answer the questions all the way at the bottom.]

Robert's Buferandi

It sas Robert's buferandi. He sas five. He saw the mailman going along the street. The mailman sas reading the name on the cluck. It sas Robert's name. The postman came to Robert's house and Robert got a buferandi card. It had a big 5 on it. It had "Happy Buferandi" on it, too. Robert's buferandi card sas red and green and torda. It sas from Karen.

Robert and his family ate ice cream on his buferandi and he got a buferandi waso. The box had his name on it. The waso sas from his terro and daddy. The box had duddles on it -- green duddles and yellow duddles and a big police duddle. Robert opened the waso, and it contained duddles. He sas very happy.

What do these "words" mean? How did you figure them out? Did you have to know the meaning of every single word to understand the whole passage?

1. buferandi
 2. sas
 3. cluck
 4. torda
 5. waso
 6. terro
 7. duddle / duddles
8. If these words were in the dictionary, which one of the words would you absolutely have to look up to understand the text completely?

B. Passage-Chirurgie

Lesen Sie den ersten Absatz vom Kapitel 8 in *Emil* (S. 78), ohne die Wortschatzliste anzusehen. Folgen Sie diesen Anweisungen:

[Read the first paragraph of Chapter 8 in *Emil* (p. 78) without looking at the vocabulary list. Follow these directions:]

1. Kontext: Wo sind wir? Wer spricht? Was passiert vor und nach dieser Passage?
[Context: Where are we? Who is speaking? What happens before and after this passage?]
2. Trennen Sie die Passage, wenn sie zu kompliziert ist. Brechen Sie die Passage an Punkten (.), Kommas (,), langen Bindestrichen (-), usw.
[Divide the passage if it is too complicated. Break the passage at periods, commas, long dashes, etc.]
3. Identifizieren Sie das Hauptverb in jedem Satzteil. Welche Aktion beschreibt das Verb? Identifizieren Sie, wer diese Aktion macht. [Identify the main (meaning-bearing) verb in each sentence fragment you made. What action does this verb describe? Identify who does this action.]
4. Welche Wörter können Sie wie in "Robert's Buferandi" vermuten? Listen Sie die Wörter, die sie vermuten, mit ihren vermutlichen Bedeutungen auf.
[Which words can you guess like in "Robert's Buferandi"? List the words that you are guessing with their surmised definition]
5. Lesen Sie durch die Passage wieder. Verstehen Sie sie? Wenn nicht, welche Wörter müssen Sie noch nachschlagen?
[Read through your passage again. Do you understand it? If not, which words do you have to still look up to understand it.]

Optional: Cultural Enrichment. Verdienen Sie 4 Tokens [Cultural Enrichment](#), indem Sie diese Übung machen:

- Machen Sie "B. Passage-Chirurgie" wieder für die nächsten zwei Absätze (auf S. 78)

In-Class Session. Slides from a Google Slides presentation exhibited over a 50 minute class period.

Slide 1

Robert's Buferandi

It sas Robert's buferandi. He sas five. He saw the mailman going along the street. The mailman sas reading the name on the cluck. It sas Robert's name. The postman came to Robert's house and Robert got a buferandi card. It had a big 5 on it. It had "Happy Buferandi" on it, too. Robert's buferandi card sas red and green and torda. It sas from Karen.

Robert and his family ate ice cream on his buferandi and he got a buferandi waso. The box had his name on it. The waso sas from his terro and daddy. The box had duddles on it -- green duddles and yellow duddles and a big police duddle. Robert opened the waso, and it contained duddles. He sas very happy.

In the above slide, the instructor leads the class as a whole through the first portion of the homework (parsing “Robert’s Buferandi”) in English, soliciting their reasoning as to how they understood the gibberish words. We give special emphasis to tolerating ambiguity and partial knowledge when reading a text. For instance, there is no way to know for sure what color “torda” is, but not knowing that detail does not hamper general comprehension. At select points, if the students cannot identify the mechanisms as to how they understood words, the following ideas are pointed out:

- Buferandi: Students should acknowledge that their previous cultural knowledge about North American birthday traditions makes possible their elucidation of the term, especially its proximity to key words like “five”, “card”, “Happy”, and “ice cream”.
- Sas: Students here should note how they came to understand the tense of this apparent verb by noticing the tense of the other verbs in this reading.
- Cluck: Students had to use exclusionary tactics here: Since it is immediately ambiguous here if this is a postcard, package, letter, or envelope, students have to assume the latter-most based on the greater improbability of the others.
- Torda: Here, students had to surmise a category (“colors”) from serial repetition, but also had to note the ambiguity (that torda could be any color other than red, green, or yellow) and note how this partial knowledge appears sufficient to understand the story.

- Waso: Students here note both their cultural knowledge (through association with “birthday”/“buferandi” and “box”), while also noting basic grammatical structures, namely the subject and verb of the clause “and he got a buferandi waso”. By focusing on the actor and action of the sentence, students note how grammar can help clarify gaps in their knowledge (“Robert has a birthday. He *gets* something here. What do people *get* on their birthdays?”)
- Terro: Another, trickier case of ambiguity. Students are brought to realize that their definition of “terro” may depend on their own heteronormative, cisgendered predispositions.
- Duddle / Duckles: The instructor leads students through the various methods encountered above, e.g. cultural background knowledge, serial repetition, exclusionary tactics, grammatical expectations, etc. In the end, students conclude that this word is ambiguous and should be looked up, but the instructor reminds students, however, that out of all the gibberish terms, this is the only one which necessitated a gloss in order to understand the whole of the text.

Slide 2

In der Trautenustraße, Ecke Kaiserallee, verließ der Mann im steifen Hut die Straßenbahn. Emil sah's, nahm Koffer und Blumenstrauß, sagte zu dem Herrn, der die Zeitung las: »Haben Sie nochmals verbindlichen Dank, mein Herr!«, und kletterte vom Wagen.

1. Kontext: Wo sind wir? Wer spricht? Was passiert vor und nach dieser Passage?

With the above slide, students refer back to Part B of the homework, where they interpreted a relatively convoluted passage from their reading for the next class period (Chapter 8 of *Emil and the Detectives*). In this first question, students are asked to reflect on the genre of the passage, (a fictional story that portrays a progression of events), its setting (where the previous chapter ended), and who is speaking in the passage (the main character in quotation marks and the narrator). This allows students to reflect upon their background knowledge as a means of developing a dynamic working conception of what is going on without necessarily knowing exactly what all the words in the passage mean.

Slide 3

In der Trautenastraße, Ecke Kaiserallee, verließ der Mann im steifen Hut die Straßenbahn. Emil sah's, nahm Koffer und Blumenstrauß, sagte zu dem Herrn, der die Zeitung las: »Haben Sie nochmals verbindlichen Dank, mein Herr!«, und kletterte vom Wagen.

2. Trennen Sie die Passage, wenn sie zu kompliziert ist. Brechen Sie die Passage an Punkten (.), Kommas (,), langen Bindestrichen (—), usw.

Here, the instructor guides students how to break down the passage into more comprehensible portions. The red marks and gray and blue outline boxes appear progressively as part of the presentation. The instructor asks students to look specifically for clauses that contain a conjugated verb, and which have more importance. The red marks reveal clause breaks, while the gray box notes less important information. The blue outline box notes the direct quotation.

Slide 4

In der Trautenastraße verließ der Mann im steifen Hut die Straßenbahn.

3. Identifizieren Sie das Hauptverb in jedem Satzteil. Welche Aktion beschreibt das Verb? Identifizieren Sie, wer diese Aktion macht.
4. Welche Wörter können Sie wie in "Robert's Buferandi" vermuten? Listen Sie die Wörter, die sie vermuten, mit ihren vermutlichen Bedeutungen auf.
 - a. Trautenastraße?
 - b. Kaiserallee?
 - c. steifen?

Here, students identify principle grammatical features of clauses, beginning with the main meaning-bearing verb, the subject, and the direct object, if available. They thus use grammar as a contextual clue (like “5. Waso” above) and parse out the basic action of the sentence: Who does what to whom. Noting “verließ” (:: left) as action, “Mann” as subject, and “Straßenbahn” (:: streetcar) as direct object differentiates more salient information from less important details (“im steifen Hut” or “in der Trautenastraße”). Students then decide whether to look up unknown terms like “steifen”, “Trautenastraße”, or “Kaiserallee” to understand the whole clause.

Slide 5

Emil sah's

nahm Koffer und Blumenstrauß Emil

sagte zu dem Herrn Emil

der die Zeitung las:

»Haben Sie nochmals verbindlichen Dank, mein Herr!«

und kletterte vom Wagen. Emil

Koffer
Blumenstrauß
nochmals
verbindlich
klettern
Wagen

Continuing what the previous slide began, this slide has students identify the principle grammatical features of each remaining clause, noting implied subjects in pink boxes with pink font. Students then weed out less important words (e.g. “nochmals” and “verbindlich”) from the list of unknowns on the lower right. They deduce what the more important words mean, e.g. “[Emil] kletterte vom Wagen” (>:: Emil climbed from the train car.). Here, the instructor asks (in German) “The man got off the train. Emil does something here, too. What do you think he does?” Students surmise that “kletterte” means roughly “to get off” and “Wagen” “train”.

Slide 6

In der Trautenustraße, Ecke Kaiserallee, verließ der Mann im steifen Hut die Straßenbahn. Emil sah's, nahm Koffer und Blumenstrauß, sagte zu dem Herrn, der die Zeitung las: »Haben Sie nochmals verbindlichen Dank, mein Herr!«, und kletterte vom Wagen.

5. Lesen Sie durch die Passage wieder. Verstehen Sie sie? Wenn nicht, welche Wörter müssen Sie noch nachschlagen?

Finally, students recapitulate the whole passage, and reflect on what words they might need to look up. They are then put together with a partner to attempt, with the instructor’s guidance, the same activity with the next paragraph. Once all groups complete their parsing, the whole class comes back together to compare results. The instructor may mask a quicker, seemingly more advanced group to come to the whiteboard to mark up the passage for the whole class. If students struggle with this, the instructor can once again guide the class through the process, and then have students reattempt the technique on their own with the next paragraph in larger groups.

Example D: Major Writing Assignment

Essay from German Composition, Kalamazoo College, Winter 2018

The following project was one of two major written assignments in this course, both submitted through Google Docs and written entirely outside of class. I have assigned slight variations of this exercise in most of my composition courses since 2018. In all instances, it has comprised four phases:

1. **Vorschau** (Below). Students first wrote a German-style *Thesenpapier* outline detailing what they intended to argue, and then discussed and brainstormed further ideas with peers and with me in class.
2. **Halbe Fassung** (Page 24). Within a week, they then created a “half draft,” which served as a preliminary draft of at least half of the final assignment, and which underwent peer review in class along with general comments from me.
3. **Volle Fassung** (Page 25). Within a week after this, students turned in a best-effort “full draft” of the paper, which I then provided detailed in-document comments on composition, argumentation, and grammar without providing solutions. This draft received a first “final” grade, curved sufficiently low as to encourage revision in the last phase. See page 33 for an example student submission.
4. **Korrektur** (Page 26). In the final phase, students were to correct their full drafts for up to 80% of the points they did not receive. Students could give theoretically unlimited numbers of revised drafts for decreasing amounts of redeemable points over a set amount of time. Most only submitted two revisions. See page Fehler: Verweis nicht gefunden for an example student submission.

Vorschau zum 1. Aufsatz

am Dienstag, dem 30.01.2018 fällig

Kinderliteratur hat oft eine pädagogische Absicht. Deshalb ist es interessant, dass das letzte Kapitel von *Emil und die Detektive* den Titel “Läßt sich daraus was lernen?” trägt. In Ihrem ersten Aufsatz sollten Sie über diese Idee nachdenken.

Sie dürfen ihr eigenes Thema auswählen oder könnten eines oder mehrere der folgenden benutzen:

1. Gibt es in der Geschichte eine bestimmte Lehre (*moral lesson*)?
2. Ist Emil ein Musterknabe, ein Vorbild (*role model*) für andere Kinder? Oder ist Emil eine Figur von Mahnung (*admonition/warning*)?
3. Was lernten Leser damals über Geschlechterrollen (*gender roles*), die Beziehung zwischen Erwachsenen und Kindern, oder das Leben in der modernen Welt der Großstadt?
4. Was sollten Kinder **in den 1920er Jahren** daraus lernen? Was können Kinder **heute** aus dem Buch lernen? Ist es nur ein historisches Artefakt, oder zeigt es eine Lehre, die heute noch gilt?

Bevor Sie den Aufsatz anfangen, schreiben Sie ein *Thesenpapier*. Ein Thesenpapier soll die Struktur eines Aufsatzes zeigen. Es kann so aussehen:

1. Einführung: Hier geben Sie Ihre Hauptthese in einem Satz.
2. Hauptteil
 1. Hier schreiben Sie eine Unterthese, die Ihre Hauptthese unterstützt.
 1. Hier geben Sie ein Detail, das die Unterthese unterstützt.
 2. Hier gibt es ein anderes Detail, das die Unterthese unterstützt.
 3. Hier gibt es ein drittes Detail, das die Unterthese unterstützt.
 2. Hier schreiben Sie eine zweite Unterthese.
 1. usw.
 2. usw.
 3. usw.
 3. usw.
[...]
3. Fazit/Schluss: Hier wiederholen Sie Ihre Hauptthese in neuen Worten.

Die Einführung, die Unterthesen und das Fazit sollen **vollständige Sätze** sein. Die Details (i, ii, iii) dürfen bloß Titel sein, z.B. “Reaktion des Professors auf Pony Hütchen, S. 106”.

Das ist nur eine *Vorschau* von Ihrem Aufsatz. Wenn Sie unzufrieden damit sind oder ein anderes Thema auswählen wollen, so dürfen Sie es natürlich ändern. Der Aufsatz muss dem Thesenpapier nicht genau folgen.

Wenn Sie fertig damit sind, sollen Sie mir dieses Dokument an meine Adresse
jakevanderkolk@gmail.com freigeben.

Halbe Fassung zum 1. Aufsatz
am Dienstag, dem 06.02.2018 um 11:00fällig

Jetzt beginnen Sie Ihren Aufsatz zu schreiben. Er geht um *Emil und die Detektive*, z.B. was Sie schon im Thesenpapier besprochen haben. Am Ende soll er etwa 200-400 Wörter lang (1-1,5 Seiten) sein, **doppelzeilig und getippt**. Denken Sie auch daran: der Aufsatz sollte einen TITEL, eine klare EINLEITUNG (*introduction*) mit Hauptthese (*statement of topic or theme*), einen HAUPTTEIL (*body*) mit Beispielen und Zitaten, und einen abgerundeten FAZIT/SCHLUSS (*conclusion*) haben!

Die halbe Fassung. Aber zuerst schreiben Sie eine *erste Fassung* (first draft), wo Sie Ihre Ideen ins Deutsche übersetzen und weiter organisieren. Vergessen Sie die Folgenden nicht:

- Konzentrieren Sie sich auf die Ideen.
- Schreiben Sie nicht auf Englisch!
- Schreiben Sie mit Worten und Grammatik, die Sie schon wissen.

Am Dienstag sollen Sie eine Hälfte der ersten Fassung haben, d.h. **mindestens 100 Wörter neuer Prosa**. Diese “halbe” Fassung soll diese Kriterien beweisen:

Kriterium	Definition	Prozent der Aufgabe
Fortschritt (Progress)	Die Fassung zeigt, dass Sie ehrlich versuchen, Ihren Aufsatz zu entwickeln. (The draft shows that you are making a good faith effort to develop your essay)	50%
Länge (Length)	Sie schreiben mindestens 100 Wörter neuer Prosa, d.h. Sätze, die nicht schon in dem Thesenpapier erscheinen. (You've written at least 100 words of new prose, that is, sentences that have not already appeared in your Thesenpapier)	50%

Wenn Sie fertig damit sind, sollen Sie mir dieses Dokument an meine Adresse jakevanderkolk@gmail.com freigeben.

Volle Fassung zum 1. Aufsatz
 am Donnerstag, dem 15.02.2018 um 12:00fällig

Gehen Sie weiter mit dem Aufsatz. Er soll etwa 200-400 Wörter lang (1-1,5 Seiten) sein, **doppelzeilig und getippt**. Denken Sie auch daran: der Aufsatz sollte einen TITEL, eine klare EINLEITUNG (*introduction*) mit Hauptthese (*statement of topic or theme*), einen HAUPTTEIL (*body*) mit Beispielen und Zitaten, und einen abgerundeten FAZIT/SCHLUSS (*conclusion*) haben!

Wenn Sie das Buch zitieren, geben Sie die Seite in Klammern an! Zum Beispiel: *Emil ist ein Musterknabe, weil er sich als vaterloses Kind für seine Mutter verantwortlich fühlt. „Seht, er hatte seine Mutter sehr lieb. Und er hätte sich zu Tode geschämt, wenn er faul gewesen wäre, während sie arbeitete, rechnete und wieder arbeitete“* (35).

Kriterium	Definition	Prozent der Aufgabe
Ideen, Inhalt und Gesamtwirkung (overall effectiveness)	<ul style="list-style-type: none"> • Titel passend • leicht zu lesen • Hauptthese klar zu erkennen • Argumentation überzeugend (<i>convincing</i>), logisch, plausibel • Argumentation mit Textbeispielen und Zitaten belegt • Argumentation benutzt angemessene Sprache, d.h. Wörter, die Sie gut verstehen und Ihr Argument gut ausdrücken. 	40%
Aufbau	<ul style="list-style-type: none"> • Einleitung, Hauptteil und Schluss klar zu erkennen • Einleitung klar und wirkungsvoll (<i>effective</i>) • Hauptteil logisch aufgebaut • Schluß abgerundet 	40%
Grammatik und Wortschatz	<ul style="list-style-type: none"> • Ihre Grammatik behindert ihr Argument nicht. • Anzahl der Fehler / Wörter insgesamt = % 	20%

Wenn Sie fertig damit sind, sollen Sie mir dieses Dokument an meine Adresse jakevanderkolk@gmail.com freigeben.

Korrekturen zum 1. Aufsatz

am Donnerstag, dem 01.03.2018 um 12:00 fällig

Jetzt dürfen Sie mehrere Korrekturen von Ihrem Aufsatz schreiben. Sie können bis 80% Ihre verlorenen Punkte zurück verdienen. So:

If you originally got	Max possible after revision	If you originally got	Max possible after revision	If you originally got	Max possible after revision	If you originally got	Max possible after revision
93-97%	99%	68-72%	94%	43-47%	89%	18-22%	84%
88-92%	98%	63-67%	93%	38-42%	88%	13-17%	83%
83-87%	97%	58-62%	92%	33-37%	87%	8-12%	82%
78-82%	96%	53-57%	91%	28-32%	86%	3-7%	81%
73-77%	95%	48-52%	90%	23-27%	85%	0-2%	80%

Der Prozent hängt davon ab, wie viele Fehlerpunkte Sie in jeder Kategorie korrigieren, z.B. wenn Sie 100% von den “Grammatik und Wortschatz”-Fehlerpunkte erfolgreich korrigieren, verdienen Sie 80% der verlorenen Punkte von dieser Kategorie zurück. Wenn Sie nur 95% der Fehlerpunkte erfolgreich korrigieren, verdienen Sie 76% (95% von 80%) der verlorenen Punkte zurück.

Jeder Fehler hat einen Kommentar. Kommentare zum “Grammatik und Wortschatz”-Fehler haben auch eine Nummer, z.B. #2. Suchen Sie diese Nummern in dem [Korrekturschlüssel](#).

Wenn Sie fertig damit sind, sollen Sie mir Ihr Dokument an meine Adresse jakevanderkolk@gmail.com freigeben.

Tipps:

- Prioritize IIG (Ideen, Inhalt und Gesamtwirkung) and Aufbau errors. Together, they comprise 80% of this assignment’s grade.

- When correcting Grammatik und Wortschatz errors, note the weight of the error. (e.g. -1). The higher the weight, the more elementary and more important the error is. Focus on correcting the higher weighted errors.
- Certain errors (e.g. -0,01-weighted) may not be worth correcting unless you feel you want to learn how to do them. To keep this in perspective:
 - Note that an error of weight -0,01 is worth 1/300th of an error of weight -3.
 - An error of weight -0,01 changes your overall grade by only 0,0018% It would take over 555 such errors to change your grade by 1%
 - If you get so close to a higher letter grade that this makes a difference, I'll just round you up.
- When fixing an error, make sure you understand it. Look up the error in *Handbuch zur deutschen Grammatik*, and, if that doesn't clarify things, visit me in my office hours. Don't just do this:

Original: Ich **mag** meine Familie besuchen.

Mein Kommentar: *Mögen doesn't work well with another verb (e.g. "besuchen"); use gern.*

Korrektur: Ich ~~gern~~ **besuche** meine Familie.

Instead, look up how to use *gern* in the *Handbuch*. If you still aren't sure what to do, visit me in my office hours. If you had done so, you would have gotten this:

Ich besuche gern meine Familie.

Example E: Cultural Enrichment Guide

Elementary German 1, Wabash College, Fall 2021

As a mandatory part of their overall grade, students in all of my classes must complete a set amount of cultural enrichment activities, which aim to encourage self-exploration and contextualize Germanophone culture and language to the student's own life. For each activity, students must provide some modicum of evidence that they completed the activity either in the form of a short reflection paper, a smart phone screenshot, etc. More advanced classes must provide more advanced evidence (e.g. written in German rather than in English). Department-sponsored extra-curricular activities such as watch parties and comedy nights also count toward this criterion. Original available here: <https://v.gd/n8IAqZ>



The screenshot shows a website titled "Deutsch 101" for "Elementary German I Cultural Enrichment". The header includes a navigation bar with links like "Overview", "Activities", "Experience", "Tech", "Movies", "TV", "Webisodes", "Listen", "Sing", and "Read". Below the header is a photograph of two people walking up stone steps in a green, overgrown setting. The main content area has a red header "Overview" and text explaining the cultural enrichment program, mentioning 50 tokens worth of work and various activity types. It also includes a note about submitting assignments through a specific form. A red header "Example Activities" leads to sections for "Übungen aus der|die|das" and "Kulturelles Erlebnis", each with its own list of activities and token values.

Overview

5% of your overall grade will be good-faith completion of 50 tokens worth of cultural enrichment work related to German-speaking culture outside of class. You are allowed to pick any of the below activities, or propose your own. Unless otherwise noted, you will write up a summary of what you experienced in English, or upload a file that verifies your activity (Note the required word counts below). Depending on the amount of effort and time involved, as well as how early you complete the activity in the semester, individual activities will have varying token values.

To submit an assignment, [fill out this form](#) (Unless you did an "Übungen aus der|die|das" assignment, which is automatically graded)

Example Activities

Possible activities include:

Übungen aus der|die|das

Complete additional sets of activities from *der|die|das* for more credit. These activities will be listed as part of your daily homework assignments, and will be due at the same time as the assignments with which they are listed. You only have to complete them as if they were also due that day. Make sure to hit "Speichern" after completing the activity! Token Values:

- August through October: 4 tokens/set of exercises
- November: 2 tokens/set of exercises
- December: 1 tokens/set of exercises

Kulturelles Erlebnis

Experience an event related to German-speaking culture. The longer and/or immersive your experience, the more tokens it will be worth, so ask me after the event. Examples with approximate token values:

Attend an (online) sponsored event. Over the span of the semester, I may forward emails sponsored by the college, a museum, or even the German, Austrian, or Swiss governments. If you attend the event, write up a summary of what you saw and heard and note what you learned from it. Token Values:

- August through October: 10 tokens for first half hour, 8 tokens for each subsequent half hour. Write 5 words in English for each token to be earned.
- November: 5 tokens for first half hour, 4 tokens for each subsequent half hour. Write 10 words in English for each token to be earned.
- December: 3 tokens for first half hour, 2 tokens for each subsequent half hour. Write 20 words in English for each token to be earned.

Attend a German Club meeting for at least a half hour and talk a little in German. No report necessary, just make sure one of the officers or our FLTA knows you attended. Token Values:

- August through October: 16 tokens
- November: 8 tokens
- December: 4 tokens

Help organize a German-related event such as the German Club's Oktoberfest, organize a group trip to the Christkindelmarkt in Chicago, etc. Write a 60 word report in English about the experience. Token Values: Up to 50 tokens/event depending on how much time and effort went into your organizing.

Overhear German speakers in a store and have a short conversation with them in German for a couple minutes. Write a 60 word report in English. Token Values:

- August through October: ~12 tokens
- November: ~6 tokens
- December: ~3 tokens

Have a short conversation over a holiday dinner in English with a relative who served in the military about their experiences in Germany. Write a 40 word report in English. Token Values:

- August through October: ~8 tokens
- November: ~4 tokens
- December: ~2 tokens

Gossip with a friend, relative, brother in German for a half hour. Write a 60 word report in English. Token Values:

- August through October: ~12 tokens
- November: ~6 tokens
- December: ~3 tokens

Pitch me your own activity. Have something else related to German you've experienced (or want to experience)? Ask, and I'll give you a token and word count value for it!

Technologie auf Deutsch

Use technology that you interact with often to learn German! Examples:

Change the default language of your smart phone or primary computer to German for a month. Send me a screenshot at the end to verify. No report necessary. Token Values:

- August through October: 12 tokens
- November: 6 tokens
- December: 3 tokens

Play a video game in German or with German subtitles on (turn on English subtitles if you want). For each session (limit one per week), upload a short video clip or screenshot yourself playing the game with some evident German text or speaking, write a 60 word report about your experience and note any new words you may have learned. A session should be at least an hour long. Tokens Values:

- August through October: 12 tokens/week
- November: 6 tokens/week
- December: 3 tokens/week

Watch a Twitch stream in German. If you go to "Browse" and put in "German" in next to "Filter by". "Just Chatting" sessions [like from this streamer](#) are often quite entertaining, and you'll make out a few new interesting words. For each session (limit one per week), upload a screenshot of yourself participating in Chat or write a 60 word report about your experience and note any new words you may have learned. A session should be at least an hour long. Tokens Values:

- August through October: 12 tokens/week
- November: 6 tokens/week
- December: 3 tokens/week

Play a multiplayer video game with German-speakers in English or German (try a little bit) in chat/Discord/etc. with teammates for at least a half hour. Upload a short video clip or your interaction or a screenshot of chat, or write a 60 word sentence analysis in English about it. Limit 1 session per week. Token Values:

- August through October: ~12 tokens/week
- November: ~6 tokens/week
- December: ~3 tokens/week

Pitch your own activity. Have something else you want to try? Pitch it to me and I'll give you a token value for it!

Kino!

Watch a movie in German that you haven't seen before with German audio on (and either English subtitles or German and English subtitles. [Use this Chrome extension to do so in Netflix](#)). Write an 80 word report about what happened, your thoughts about the film, etc. Limite one per week. A few of my favorites include:

- *Die fetten Jahre sind vorbei.* = *The Edukators*

- *Good Bye Lenin!*
- *Das Leben der anderen = The Lives of Others*
- *Gegen die Wand = Head On*
- *Lola rennt = Run, Lola, Run!*
- *Die Büchse der Pandora*, 1929 (Available in [YouTube](#), as VHS in Lily PN1997 .P26 1990). Starring the manifestation of flapper-dom herself, Kansas native Louise Brooks, this film deals with a true femme fatale who leads many a man astray.
- *M*, 1929 (Available in [Amazon](#) & [YouTube](#)) A wild hunt ensues in search of child murderer.
- *Sonnenallee*, 1999 (Available in [YouTube](#), as DVD in Lily PN1997 .S6363 2002). A humorous look at life in 1980s East Berlin.
- *Berlin, die Sinfonie der Großstadt*, 1927 (Available in [YouTube](#)) A documentary about life in Berlin in the 1920s.
- *Der blaue Engel*, 1930 (Available for [rental in Amazon](#), as DVD in Lily PN1997 .B597 2001, in [YouTube](#)) A stodgy school teacher becomes enamored with a cabaret singer.
- *Das Testament des Dr. Mabuse*, 1933 (Available in [YouTube](#) or for [rental in Amazon](#)) The most critically acclaimed of the Mabuse franchise of films, which center on an evil genius and his sinister machinations.
- *Das Kabinett des Dr. Caligari*, 1919 (Available in [Amazon Prime](#), [YouTube](#), and as a DVD in Lily PN1997 .C18 2002) A psychological horror film classic from the silent era.
- *Metropolis*, 1927 (Available for [rental in Amazon](#), in [YouTube](#), as DVD in Lily PN1997 .M43 2002) In a dystopian future, workers must live in the dark underground while the rich enjoy a futuristic city of splendor.
- *Der letzte Mann*, 1924 (Available in [YouTube](#), for [rental in Amazon](#), as DVD in Lily PN1997 .L48 2001) An aging doorman's happiness crumbles when he is relieved of the duties and uniform which had for years been the foundation of his happiness and pride.
- Anything else you might find on hand in Netflix. Here are [a few lists](#) of well-liked German films on Netflix.

Token Values:

- August through October: 16 tokens/film
- November: 8 tokens/film
- December: 4 tokens/film

Im Fernsehen gesehen: Streaming Services

Watch an episode of a German TV show with German audio on (and either English subtitles or German and English subtitles. [Use this Chrome extension to do so in Netflix](#)). Write an 60 word report in English about what happened, your impressions, etc. Limit two episodes per week. Some of the hot German shows right now:

- *Dark* (Netflix) A mind-bending science fiction film, often referred to as a German "Stranger Things," but a good bit more adult.
- *Deutschland 83 (and if you finish that, the next season Deutschland 86)* (Hulu or Amazon Prime) A spy thriller following an East German in deep cover who infiltrates the West in 1983.
- *Babylon Berlin* (Netflix) A police procedural/murder mystery that takes place in 1920s Berlin. Drugs, sex, and Rock-and-Roll Jazz!
- Or just switch the audio to German on your favorite show! Netflix and others provide German audio and subtitles for most of its content.

Token Values:

- August through October: 12 tokens/episode
- November: 6 tokens
- December: 3 tokens

Im Fernsehen gesehen: Direct Streams from German Broadcasters

See what's on right now (or on demand) directly through German broadcasters. Watch a show for a half to full hour and write 60 words in English about what you saw, new words you learned, etc. Limit two episodes/shows per week. Examples:

- [Schoener Fernsehen](#), where you can stream channels like ARD, ZDF, VOX, RBB, arte, etc. live.
- [Zweites Deutsches Fernsehen \(ZDF\)](#) (free), one of the public broadcasters in Germany. You may be particularly interested in ZDF's *heute Show*, Germany's take on news comedy like *The Daily Show* and *Last Week Tonight with John Oliver*.
- [DANK's list of other public broadcasters](#), where you can find links to ARD, RTL, Deutsche Welle, etc.

Token Values:

- August through October: 12 tokens/½-1 hour show
- November: 6 tokens/½-1 hour show
- December: 3 tokens/½-1 hour show

Im Web gesehen: Webisodes for Language Learners

There are some good online resources geared for language learners. For every 20 minutes of videos you watch, you should summarize what you learned (e.g new words or cultural facts) and/or saw in 40 words in German or English. Limit 40 minutes per week. Examples:

- [The Lernen to Talk Show](#). One student's inspiring story of how he learned German in a year while in Germany. His weekly videos include subtitles, and show how he progresses and his amusing encounters with living abroad.
- [EasyGerman videos on YouTube](#). Interviews with people in the streets. [The episodes on Karneval in Köln are especially funny](#).
- [Get Germanized on YouTube](#). A language teacher gives light-hearted tips and tricks about German language and culture.
- [The Telenovela Jojo sucht das Glück](#) from Deutsche Welle. A short "soap opera" in simple German about a Brazilian woman who moves to Germany.
- [Extr@ \(Episode 1\)](#), another telenovela about Sam, an American who moves to Germany, and his interactions with several roommates in a Berlin WG. Has easy German and German subtitles!
- [The German Department at the University of Michigan also has a huge list of ways to watch German online](#).

Token Values:

- August through October: 8 tokens for 20 minutes of video watching
- November: 4 tokens for 20 minutes of video watching
- December: 2 tokens for 20 minutes of video watching

Deutsch hören

Add a couple German songs to your playlist, and listen to each one four or five times over time (about 20 minutes total, let it sink in!). Write 20 words about each song in English about the words you picked up, what you think the song is about, the artist, the music video, etc. Limit two songs per week.

Hear the biggest bangers:

- Newer artists: German American rapper Casper (try [Hinterland](#)), Revolverhead ([Immer in Bewegung](#)), Jennifer Rostock ([Die guten alten Zeiten](#)), Montreal ([Das falsche Pferd](#)), Sarah Connor ([Wie schön du bist](#))
- The classics: Herbert Grönemeyer ([Mensch](#)), Nena ([99 Luftballons](#), [Willst du mit mir gehen](#))
- The real classics: Marlene Dietrich ([Sag mir wo die Blumen sind](#)) and Marlene Dietrich and Hildegard Knef, singing [Ich hab noch einen Koffer in Berlin](#).
- [Deutsche Welle's list of the Top 10 Singers from Germany](#)

Hear the newest bangers:

- [100 Top Single Charts from MTV.de](#).
- [The Official German Charts](#).
- One of the many YouTube channels called "Deutsche Musik 2020" or "die schönste deutsche Popmusik".
- The Spotify channel "[Germany top 50](#)".

Token Values:

- August through October: 8 tokens/song after hearing it for cumulatively 20 minutes
- November: 4 tokens/song after hearing it for cumulatively 20 minutes
- December: 2 tokens/song after hearing it for cumulatively 20 minutes

Deutsch singen

Playing Rock Band, Songstar, or some other Karoke? Find a German song and sing it! Have yourself recorded and upload the file.
Token Values:

- August through October: 8 tokens/song
- November: 4 tokens/song
- December: 2 tokens/song

Deutsch lesen

Read a book. Wait until after midterm to read a book. Write a short summary of what happens in 10 words of English for each page in German, and include any new words you learned. Possibilities:

- [Lend out a book](#). Ask me for a book to read (I have a whole shelf for beginning language learners).
- [Check out children's literature](#). See Deutsche Welle's "[Zehn deutsche Kinderbuch-Klassiker](#)" and order one online. Some favorites come from the author Janosch, especially his [Oh wie schön ist Panama](#). Some students enjoy this series about Dino, an Italian learning German in Berlin: [Café in Berlin](#) (book 1 of 8 available here).
- [Listen to a book](#). Use Audible to find new books to listen to or books that you have already read. You can adjust the speed of the reader if that helps comprehension.
- [Re-read a favorite](#). Pick up a German copy of your favorite children's book. Since you already know the story, so you can easily pick up new vocabulary. You can order German copies of almost anything from Amazon.de or BookDepository.
- [Find \(free\) e-Books](#). See [Project Gutenberg](#), the Amazon Kindle Store (search for "German"), [Deutsche Welle](#) (includes instructions), and [The German Professor](#) for available free e-books. Also see the free children's book Grimms' [Deutsche Sagen](#).

Token Values:

- August and September: Do not try this yet
- October: 4 tokens/page of text
- November: 2 tokens/page of text
- December: 1 token/page of text

Read the news. Try parsing an article or two. Write up a summary, your response to the article, new words you learned, and/or compare the coverage with that of your own home country's media in 40 words in English. Examples:

- [Der Spiegel](#) is a very popular online news magazine.
- [Deutsche Welle](#) is a public radio and television network that targets an international audience and German learners. They post a lot of news stories online, and if you like their Facebook page, called "Learn German with DW.de", you can get interesting question prompts, news stories, etc, in your newsfeed. Deutsche Welle's "German XXL" page also offers news articles with words you might not know highlighted and glossed in German, as well as lots of videos.
- Popular German newspapers: [Süddeutsche Zeitung](#), [Frankfurter Allgemeine](#), [Die ZEIT](#)
- Other periodicals for younger adults in Germany, both on their websites and on Facebook: [STERN](#) (Popular with people in their 20s and 30s); [NEON](#) (*Stern*'s sister publication aimed at college students); [UniSpiegel](#) (Der Spiegel's college-related online publication).

Token Values:

- August through October: 8 tokens/article
- November: 4 tokens/article
- December: 2 tokens/article



Overview | Activities: [der|die|das](#) • Experience • Tech • Movies • TV • Webisodes • Listen • Sing • Read

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Student Submission of Major Writing Assignment

Student Essay from German Composition, Kalamazoo College, Winter 2018

Used with the explicit permission of the student.

Grading. The following are one student's submissions for the assignment detailed in Example D (Phases 3 and 4). This student earned the median grade on their initial full draft. Grades were curved to incentivize corrections; students with the lowest performance in any of the three grading criteria would receive a 0% in that criterion, while the median class score would get a 68%. After correction, students could earn up to 80% of their lost points back in each criterion.

Google Docs. Google Docs was an essential tool in this course. It not only served as an elegant delivery device, it also allows instructors to track nearly word-for-word how students write, making academic dishonesty obvious. More importantly, I used Google Doc's built-in comments feature to provide correction suggestions, which allows students to check off comments as they finish them. I have added these comments as mouse-over PDF tooltips in this version, but they look like this in the original:

Erich Kästner und Inspiration von Leben der Kinder

The screenshot shows a Google Doc titled "Erich Kästner und Inspiration von Leben der Kinder". The student's text is as follows:

Emil und die Detektive hat keine bestimmte dogmatische Lehre. Diese Geschichte handelt sich indirekt über Ideen, die zu tun hat, wie man leben kann. Aber Erich Kästner ausdrückt diese Ideen nicht wie eine Lehre, sondern er untersucht verschiedene Ideen über das Leben, als ob er

Three teacher comments are visible on the right side of the screen:

- #11, -0,1 (sich um [etwas] handeln)
- Löschen: "die zu tun hat,"
- Aufbau: verkompliziert den Satz -0

Numeric correction codes in the comments correspond to entries in the guide book,¹⁶ in which students can find not only the type of error, but also its description, an example thereof, and references as to where one can find additional help on the topic. For example, the fourth error "#62, -0,1" references the following entry in the guidebook:

#	Explanation	Example	See this chapter in our textbook
62	Separable prefix verb. You are using a separable prefix verb (such as <i>an•rufen</i> , <i>aus•gehen</i> , <i>mit•kommen</i>). The prefix goes to the end of the clause in sentences in the present and simple past tenses, as well as in command forms.	Ich rufe an dich <i>an</i> .	1, R5

16 Guidebook available here: <https://v.gd/BGTQwO>

Volle Fassung

Erich Kästner und Inspiration von Leben der Kinder

Emil und die Detektive hat keine bestimmte dogmatische Lehre. Diese Geschichte handelt sich indirekt über **Leben, die zu tun hat**, man leben kann. Aber Erich Kästner ausdrückt diese Ideen nicht wie eine Lehre, sondern er untersucht verschiedene Ideen über das Leben, als ob er nicht selbst zuversichtlich die Lehre weiß.

Wenn man das Buch liest, sieht man einfach, dass der wichtigste Fokus des Buchs liegt nicht auf Moralität. Das Buch hat sicherlich mit Abenteuer zu tun. Man kann klar sehen, dass Emil Kapitels dem Abenteuer mit dem Dieb geht. Emil und seine Freunde machten einen komplizierten Plan, der nicht ganz nötig war. Emil ist **immer** ja froh, dass man sein Geld gestohlen hat. Auf Seite 96 hat Erich Kästner so geschrieben: "Emil war direkt glücklich, dass ihm das Geld gestohlen worden war." Der Protagonist schätzt das Abenteuer über alles.

Am Ende des Buches, der Protagonist Emil musste eine ernste Sache lernen. Emil ist am Ende einfach das gute Kind, das er am Anfang war. Er muss sein tägliches Verhalten nicht verändern und er hat jedenfalls eine Prämie bekommen. "Und weil du," wandte [der Polizist] sich an Emil, 'den Mann eingefangen hast, kriegst du die Prämie'" (156). Emil machte nur sein frohes Abenteuer, um diese Tausendmarkscheine Prämie zu bekommen.

Die Verantwortlichen Emil kann **nicht** Ende des Buches nicht zustimmen, was man von diesem Abenteuer lernen kann. "Du meinst also, aus der Sache ließ sich gar nichts lernen?" fragte Tante Martha" (171). Das ist wichtig, und es zeigt, dass diese Geschichte nicht nur eine dogmatische Lehre hat. Ich glaube, dass Erich Kästner das bewusst schrieb, um den Ton des Buchs zu zeigen.

Weil das Buch keine dogmatische Lehre hat, vielleicht kann man denken, dass das Buch gar nicht mit Lehren und Moralität zu tun hat. Aber das würde falsch sein. Erich Kästner hat

 Eine moralische Sache zu sagen. Er will die Leser inspirieren, über die wichtigsten Dinge im Leben zu denken. Er will zeigen, dass Abenteuer und Gerechtigkeit man  schätzen soll, wie ein Kind würde. Das ist sehr wichtig, um ein komplettes Leben zu haben. Sowohl die Ideen in dem Buch und auch die ausdrücken sind gleich  dogmatisch, immer spielerisch.

361 Wörter

Kriterium	Prozent der Aufgabe	Bemerkungen/Rechnungen	Endprozent
Ideen, Inhalt und Gesamtwirkung (IIG)	40%	Beachten Sie, dass Zitate immer Ihr Argument unterstützen. 3,5 Fehler	36,22%
Aufbau	40%	Tempus. You jump between tenses when describing events that take place in the book. Pick one tense and stick with it throughout the essay. Present tense (i.e. the “historical present”) is more commonly used in essays in both English and German, but I will accept a past tense as well. 1 Fehler	33,04%
Grammatik und Wortschatz	20%	23,83 Fehler	16,77%
Insgesamt (aktuell)		Total (currently)	86,03%
Höchstmöglich nach Korrektur		Highest Possible after Correction	97,21%

- See [this correction key and guidebook](#) for explanations of errors starting with "#".

First (and only) Correction of the Volle Fassung

Erich Kästner und Inspiration von Leben der Kinder

Aus-ge-zeich-net!

Emil und die Detektive hat keine bestimmte dogmatische Lehre. Diese Geschichte handelt sich indirekt um Ideen, wie man leben kann. Aber Erich Kästner drückt diese Ideen nicht wie eine Lehre aus, sondern er untersucht verschiedene Ideen über das Leben, als ob er nicht selbst zuversichtlich die Lehre weiß.

Wenn man das Buch liest, sieht man einfach, dass der wichtigste Fokus des Buches nicht auf Moralität liegt. Das Buch hat sicherlich mit Abenteuer zu tun. Man kann klar sehen, dass elf Kapitel um das Abenteuer mit dem Dieb gehen. Emil und seine Freunde machen einen komplizierten Plan, der nicht ganz nötig war. Emil war einmal ja froh, dass man sein Geld gestohlen hat. Auf Seite 96 hat Erich Kästner so geschrieben: "Emil war direkt glücklich, dass ihm das Geld gestohlen worden war." Der Protagonist schätzt das Abenteuer über alles.

Am Ende des Buches musste der Protagonist Emil keine ernste Sache lernen. Emil ist am Ende einfach das gute Kind, das er am Anfang war. Er muss sein tägliches Verhalten nicht verändern und er hat jedenfalls eine Prämie bekommen. Wenn dieses Buch um dogmatische Lehren geht, sollte sich Emil vielleicht bedeutend verändern. Aber Emil macht nur sein frohes Abenteuer, um diese Tausendmark Prämie zu bekommen.

Die Verwandte von Emil konnten am Ende des Buches nicht zustimmen, was man von diesem Abenteuer lernen kann. "Du meinst also, aus der Sache ließ sich gar nichts lernen?" fragte Tante Martha" (171). Diese Unsicherheit zeigt, dass diese Geschichte keine dogmatische Lehre hat. Ich glaube, dass Erich Kästner das bewusst schrieb, um den verspielten Ton des Buches zu zeigen.

Weil das Buch keine dogmatische Lehre hat, vielleicht kann man denken, dass das Buch gar nicht mit Lehren und Moralität zu tun hat. Aber das würde falsch sein. Erich Kästner hat subtile moralische Sachen zu sagen. Er will die Leser inspirieren, über die wichtigsten Dinge im Leben zu denken. Er will zeigen, dass man Abenteuer und Gerechtigkeit schätzen soll, wie ein Kind würde. Das ist sehr wichtig, um ein komplettes Leben zu haben. In diesem Buch sind die moralischen Ideen und auch die Art, die zu zeigen, ähnlich: nie dogmatisch, immer verspielt.

361 Wörter

Kriterium der Aufgabe	Prozent der Aufgabe	Bemerkungen/Rechnungen	Endprozent
Ideen, Inhalt und Gesamtwirkung (IIG)	40%	Ausgezeichnet argumentiert! 3,5 alte Fehler vs. keine jetzigen Fehler = 100% verbessert!	36,22% + 3,02%
Aufbau	40%	1 alter Fehler vs. keine jetzigen Fehler = 100% verbessert!	33,04% + 5,57%
Grammatik und Wortschatz	20%	23,43 alte Fehler vs. keine jetzigen Fehler = 100% verbessert!	16,77% + 2,58%
Insgesamt (aktuell)		Total (currently)	86,03% + 11,17% = 97,21%
Höchstmöglich nach Korrektur		Highest Possible after Correction	97,21%

- See [this correction key and guidebook](#) for explanations of errors starting with "#".