

Abridged Teaching Portfolio

Jacob A. van der Kolk, Ph.D.

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Statement of Language Teaching Philosophy

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.

Language instruction not only teaches a specific language, it develops interpretive and problem-solving skills. In the foreign language classroom, students must re-learn techniques and strategies unconscious in their first language, such as parsing meaning from context¹ or circumlocuting complex thoughts in simple terms. At the same time, the foreign language presents many unfamiliar situations for which students must adapt new skills, like navigating formality conventions. Alongside the basic mechanics of the language, these less-tangible skills must be taught and practiced both in and outside of class. Moreover, such skills are useful beyond the classroom, teaching students how to process novel expression and adjust to unfamiliar contexts.

Finally, my teaching strives to develop critical cross-cultural agency. Language should be taught by engaging students with the foreign culture and challenging their preconceived notions. Accordingly, the content of all my courses focuses on spurring critical thought, and incorporates assignments that challenge students to creatively reinterpret familiar topics or reassess their own culture in comparison with the foreign culture. Language learning can uniquely enrich those critical skills and creative talents that comprise essential parts of a well-rounded education.

Classroom Management and Interaction

As a teacher I strive first and foremost to create a collegial and comfortable environment in which students freely participate and take ownership of their learning. I attempt to fashion myself as a collaborator in students' learning and advocate of their best interests. Starting with my syllabi, I proactively model positive learning habits,² and preemptively intervene with individual at-risk students over the span of the term. I aim to make feedback quick, easy, and plentiful, making extensive use of cloud-based collaborative tools that allow my students to see my commentary in real time. Assessment in my courses serves first and foremost as a scaffolding for self-reflection and growth, providing students with the means to take charge of their own learning.³

Moreover, student feedback and contributions should significantly shape instruction. In my courses, students collectively produce discussion prompts, vocabulary lists, and test questions, and even help set the agenda of individual lessons. Such participation fosters students' active investment in their own learning, making them more open to asking questions, more empathetic

¹ See Example B for an example lesson.

² See "Tips for Success" on page 15 of Example A (or [here](#)).

³ See Example D for one such example.

with peers, and more likely to complete homework assignments. Likewise, to help foster mutual responsibility and mitigate student differences, I extensively use peer activities that groups students of differing or complementary aptitudes and motivations. Students should feel that they have a stake in learning, and that instruction is responsive to their needs and interests.

Lastly, I make strides to make language learning enjoyable and broadly appealing. As a tall white father in his thirties, I find students already much too deferential to me as an authority figure, so I attempt to maintain an empathetic and gregarious persona. My courses incorporate light-hearted accouterments when appropriate, e.g. references to current trends and popular culture and activities designed to illicit creatively humorous responses. Likewise, I like to present lessons and topics in a variety of ways, and to supply additional materials like online videos and excerpts from other textbooks in order to accommodate different learning styles.

Session and Term Organization

Class sessions should be fast-paced and incorporate numerous exercises targeting various objectives and skills. Aside from the many speaking activities, sessions should also include writing, reading, and listening exercises. Class time should focus on practicing rather than learning about the language, with overt grammar instruction kept to a minimum. Instead, students should learn grammar predominately outside of class through the textbook and homework assignments.

My typical class session comprises 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.⁴ In the last few minutes of a class, I briefly preview new concepts that students will encounter in the homework.

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, where they test out new ideas and language, discover useful vocabulary, and ease themselves into higher-stakes assignments. Similarly, I break summative assignments into multiple steps that revisit and improve on previous work. Students submit multiple preliminary versions of their projects and are required to make numerous revisions based on extensive feedback.⁵

⁴ See Example B for an example of this progression.

⁵ See Example C for one such multi-step project.

Student Evaluations

Quantitative Ratings

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

Kalamazoo College

On a scale from 1 (Poor) to 5 (Excellent) with 3 as "Good"

<u>Term</u>	<u>Course</u>	<u>Course Rating*</u>	<u>Instructor Rating*</u>	<u>Respondents</u>
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

*Prompt: "Overall this course was" and "Overall this instructor was"

Western Michigan University

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

<u>Term</u>	<u>Course</u>	<u>Course Rating†</u>	<u>Instructor Rating†</u>	<u>Respondents</u>
SU18	German for Reading Proficiency	5.00	5.00	1/6
FA15	German Composition (C1)	3.50	3.50	2/10
FA15	Elementary German 1 (A1)	3.10	3.50	8/22

†Prompt: "Rate the overall quality of this course." and "Rate the instructor's overall teaching effectiveness."

The Pennsylvania State University

On a scale from 1 to 7 with 4 as "Average"

<u>Term</u>	<u>Course</u>	<u>Course Rating‡</u>	<u>Instructor Rating‡</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

‡Prompt: "Rate the overall quality of this course." and "Rate the overall quality of the instructor."

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 Rating**</u>	<u>Instructor Rating**</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

**"Overall, I rate this course as excellent." and "Overall, I rate this instructor an excellent teacher."

Student Comments

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)

Actually I learned more than I thought. [...] I improved my writing skills and grammar significantly! (German Composition, Kalamazoo College, Winter 2016)

Classroom Management and Interaction

Collaboration and Advocacy

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)

The professor was extremely helpful. He was very attentive and listened to our concerns. (Elementary German II, Penn State, Fall 2011)

He was approachable, really tried to make the class fun. (Elementary German I, Western Michigan University, Fall 2015)

Jake is excellent at explaining and reviewing grammar parsimoniously, highlighting key points and differences to help us construct our ideas in German. (Elementary German I Intensive, Penn State, Summer 2012)

Student Involvement

I liked the group activities, helped make the class get along instead of individuals sitting at a desk. (Elementary German I, Western Michigan University, Fall 2015)

He promoted a fun learning atmosphere, and he emphasized how class participation is key. (Elementary German I, Western Michigan University, Fall 2015)

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)

Enjoyable and Broadly Accessible

The professor was a joy to be around and his constant humor was the perfect balance to the tough material. (Elementary German II, Penn State, 2010)

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

He was very friendly, and always happy to answer our questions, even if they were really off topic. (German Composition, Western Michigan University, Fall 2015)

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 I, 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 II Online, Penn State, Fall 2014)

Jake is a funny guy. (Elementary German II, Penn State, 2010)

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 I 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 II Online, Penn State, Fall 2014)

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

Faculty Evaluations

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 German Composition

German Composition, Kalamazoo College, Winter 2018

Please see unabridged original at <https://jakevanderkolk.xyz/germ204.html>

GERM 204: Deutsche Geschichten und Geschichte

GERM 204 (Advanced German II): German Stories and Histories

Instructor: Jake van der Kolk, Ph.D. (Jacob.VanDerKolk@kzoo.edu)

Course Materials

If you decide to purchase any of these texts, make sure that you get exactly these versions, that is, make sure that their ISBN matches.

- Erich Kästner, *Emil und die Detektive* (Cecilie Dressler) [ISBN: [3-7915-3012-7](#)]
- Klaus Kordon, *Die Flaschenpost* (Beltz & Gelberg) [ISBN: [3-407-78378-7](#)]
- Rankin and Wells, *Handbuch zur deutschen Grammatik* (Heinle) [ISBN: [1-4390-8278-2](#)]
- Hanna Schott, *Fritzi war dabei* (Klett Kinderbuch) [ISBN: [3-954-70096-4](#)]
- One of the following:
 - Medium to large sized German-English, English-German dictionary
 - LEO Smartphone App (free: [Android](#), [iPhone](#), [Windows Phone](#))
- A laptop or tablet with which you can access [Google Drive](#) during class.

Course Description

This course builds specifically on your reading and interpretative skills, as well as your knowledge of 20th Century German culture. We will read, discuss, and write about four German youth novels set in different historical periods, including:

1. Erich Kästner's famous *Emil und die Detektive* (1929), which witnesses the urbanization and cultural changes of Berlin in the 1920s.
2. The propaganda piece *Trommlerbub' unterm Hakenkreuz* (1934) by Wilfrid Bade, which demonstrates how the Nazis attempted to indoctrinate young people.
3. *Die Flaschenpost* (1988) by Klaus Kordon, which centers around the unlikely friendship of a boy and a girl on opposite sides of the Berlin Wall during the Cold War.
4. *Fritzi war dabei* (2016) by Hanna Schott, a graphical novel about a nine year old girl who experiences reunification first hand.

Your interests and needs shape the course! You will keep a reflective reading journal (*das Lesejournal*—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.

Course Assignments

1. Participation, Preparation, Cooperation (*die Teilnahme, die Vorbereitung und die Zusammenarbeit*) 20%

I will grade you on your performance in and preparing for class and lab hours (4.5% of Participation grade for each class and its accompanying lab hour). I will take into consideration the following criteria:

- Participation. You should attend and involve yourself actively in all class meetings. You should make a good-faith effort to express yourself in German.
 - Linguistic Correctness. You are **not expected to speak perfectly**, just to try your best as often as you can!
- Preparation. You should come to class ready and willing to discuss the topics at hand.
- Cooperation. You should support and encourage your fellow students in their efforts to use the German language and to critically engage with our target topics.

Co-Curricular Activities. You must also attend at least three co-curricular activities. (10% of Participation grade total, 3.3% each)

2. Exercises (*Übungen*) 10%

As we progress, we will practice the reading and writing skills, vocabulary, and grammar related to our readings and essays.

- **Homework (*Hausaufgaben*)**. You will have frequent homework activities related to new vocabulary as well as new reading and writing techniques. In the last third of the course, you will have frequent homework exercises from *Handbuch zur deutschen Grammatik*. All homework will be graded on the basis of good-faith completion.
- **Quizzes (*Lernkontrollen*)**. In our lab hours, we will have periodic, closed-book exercises that aim at practicing the ideas practiced in the homework. You will be graded according to how well you demonstrate a working knowledge of the target grammar and vocabulary, but will be able to earn back points by correcting your mistakes as homework.

3. Reading Journal (*das Lesejournal*) 40%

You will write a *Lesejournal* responding to this course's readings and class discussions, which helps shape class discussions, identify problematic grammar and vocabulary, and help you develop ideas for your essays. There are two types of entries:

- **Reading Response (*das Exposé*)**. Prior to each class day, you will write a response to the upcoming class's reading. It should include a short summary of the text, make note key vocabulary words and phrases important for the text, and set up a *critical* question for class discussion, i.e. a question that has no obvious or simply factual answer.
 - Format. [Google Drive](#) provides a model format for this assignment. Based on this format, submit your entries via [Google Drive](#) by at least *five hours* before class.
- **Discussion Response (*das Protokoll*)**. During class, students will share their summaries and pool their questions, which will form the basis of our class discussion. The class will then choose a question or two to which to respond in their journals, and also provide further reflections on the reading.
 - Format. For this in-class assignment, you must write it via [Google Drive](#). Submit it within 48 hours of the beginning of the discussed class period.
 - Grading. While I may provide grammatical and lexical tips, I do not grade these assignments according to mechanics; rather, I give credit based on the thoughtfulness and effort exhibited by each entry.

4. Essays (*die Aufsätze*) 2 @ 15% each, 30% total

Vor dem Spiel ist nach dem Spiel. -Sepp Herberger

You will write two essays during the course, each focusing on a specific text.

- Drafts. Writing is a *process*! For each essay, you will submit a preview and at least two drafts.
 - In the short Vorschau (Preview), you will propose a topic in German. (10% of each essay)
 - In the Halbe Fassung (Half Draft), 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. (10% of each essay)
 - In the next Volle Fassung (Full Draft), you will submit a draft which represents your best effort at a polished formal essay. I will give *very* detailed feedback. (80% of each essay)
 - Korrekturen (Revisions). With the first *Aufsatz*, you may make as many subsequent revised *volle Fassung* drafts as you wish. If you submit the full draft of the second essay early, you may resubmit revised drafts up through the exam date. (Recovers up to 80% of the points lost on the previous full draft)

- Format. You will submit your essays via [Google Drive](#).
- Grading. The preview and half draft will be graded for good-faith completion. The full draft will be stringently graded on content, stylistics, and mechanics. Drafts subsequent to the full draft will be graded according to improvement.

Academic Integrity

In Foreign Language Courses. In sum, academic honesty means giving evidence to what you have learned. In the foreign language learning context, that also means the following:

- Do not have someone else correct your work. Having someone correct your work (that is, replace parts of your language with their own) removes you as the author. Moreover, developing your own proofreading skills is a vital part of this course.
 - Instead: Have your proofreader note what is wrong using a proofreading key, as I will do when I grade your essays. It is up to you to figure out how to fix it. Include the marked-up version with the draft you turn in.
- Do not use translation services. Especially at this level, you can probably do a much better job than an online translator.
 - Instead: Use the vocabulary and grammar that you already should now (and which I'll be looking for in the essays). Only use an online dictionary like [LEO](#) the few times you go beyond what we have learned.
- Do your own work. Every part of what you turn in as individual work must be produced by you and you alone.
 - Instead: Collaborate on parts of assignments that you don't turn in, e.g. form a study group to discuss the readings before you write your *Exposé*.

Preferred Names and Pronouns

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. My goal is to establish and maintain a classroom environment characterized by mutual respect for the dignity of each person, so please help me to do this by clarifying your preferences in advance.

Course Calendar

1. Woche		
Mo 08.01.2018	Labor	Kein Lab
Di 09.01.2018	Unterricht	Einführung in den Kurs Lesestrategien: Paratexte, Lesekontext

Mi 10.01.2018	Labor	<i>Emil und die Detektive</i> , Kapitel 1 bis 2 (S. 29-41)
Mi 10.01.2018		Drop/Add without signature ends
Do 11.01.2018	Unterricht	<i>Emil und die Detektive</i> , Kapitel 1 bis 3 (S. 29-49) Die Weimarer Republik Lesestrategie: Was wissen Sie schon?
Fr 12.01.2018		Drop/Add ends
<u>2. Woche</u>		
Mo 15.01.2018	Labor	Kein Lab: MLK-Gedenktag
Mo 15.01.2018		Course Withdrawal begins
Di 16.01.2018	Unterricht	<i>Emil und die Detektive</i> , Kapitel 5 bis 8 (S. 58-86) Urbanisierung und Berlin in den 20er Jahren "Berlin: Die Sinfonie der Großstadt" (1927) Lesestrategie: Gattung/Genre
Mi 17.01.2018	Labor	<i>Emil und die Detektive</i> , Kapitel 9 (S. 87-96)
Do 18.01.2018	Unterricht	<i>Emil und die Detektive</i> , Kapitel 9 bis 10 (S. 87-106) Die Geographie Berlins Lesestrategie: Vor-Lesen
<u>3. Woche</u>		
Mo 22.01.2018	Labor	<i>Emil und die Detektive</i> , Kapitel 11 bis 14 (S. 107-135)
Di 23.01.2018	Unterricht	<i>Emil und die Detektive</i> , Kapitel 11 bis 14 (S. 107-135), Kapitel 16 (S. 150-157) Die Darstellung des Verbrechens in den 20er Jahren Lesestrategie: Daniels Buferandi
Mi 24.01.2018	Labor	<i>Emil und die Detektive</i> , Kapitel 17 (S. 158-167)
Do 25.01.2018	Unterricht	<i>Emil und die Detektive</i> , Kapitel 17 bis 18 (S. 158-171) Flappers, Wildfänge und Gender Lesestrategie: Koganten, Komposita und verwandte Wörter, meine Güte!
<u>4. Woche</u>		
Mo 29.01.2018	Labor	Film: "Emil und die Detektive" (1932) sehen (Kein Lab)
Di 30.01.2018	Unterricht	Vorschau vom 1. Aufsatz fällig

		Das Dritte Reich, die Fraktur-Schrift Schreibstrategie: Schreiben als Prozess, Organisation
Mi 31.01.2018	Labor	<u>Trommlerbub' unterm Hakenkreuz, Teil A</u>
Do 01.02.2018	Unterricht	<u>Trommlerbub' unterm Hakenkreuz, Teil A</u> Politische Radikalität in den 20er und 30er Jahren Schreibstrategie: Worte Ideen "übersetzen"
<u>5. Woche</u>		
Mo 05.02.2018	Labor	<u>Trommlerbub' unterm Hakenkreuz, Teil B</u>
Di 06.02.2018	Unterricht	Halbe Fassung vom 1. Aufsatz fällig <u>Trommlerbub' unterm Hakenkreuz, Teil B</u> Jugendvereine in dem frühen 20. Jahrhundert Schreibstrategie: Die Sprache recyceln
Mi 07.02.2018	Labor	<u>Trommlerbub' unterm Hakenkreuz, Teil C</u>
Do 08.02.2018	Unterricht	<u>Trommlerbub' unterm Hakenkreuz, Teil C</u> Was ist Propaganda? "Triumph des Willens" (1935)
Fr 09.02.2018	Winterpause	
<u>6. Woche</u>		
Mo 12.02.2018	Labor	<u>Trommlerbub' unterm Hakenkreuz, Teil D</u> Complete Mid-Term Survey
Di 13.02.2018	Unterricht	<u>Trommlerbub' unterm Hakenkreuz, Teil D</u> Schreibstrategie: In der Kürze liegt die Würze
Mi 14.02.2018	Labor	Film: "Hitlerjunge Salomon" (1990) sehen (Kein Lab)
Do 15.02.2018	Unterricht	Volle Fassung vom 1. Aufsatz fällig Frauen und Homosexualität in Nazi-Deutschland "Olympia: Fest der Schönheit" (1938)
<u>7. Woche</u>		
Mo 19.02.2018	Labor	<i>Die Flaschenpost</i> , S. 9-36
Di 20.02.2018	Unterricht	<i>Die Flaschenpost</i> , S. 9-47 Grammatik: Wortstellung im Rückblick
Mi 21.02.2018	Labor	<i>Die Flaschenpost</i> , S. 48-53

Do 22.02.2018	Unterricht	<i>Die Flaschenpost</i> , S. 48-59 Die BRD/die DDR Grammatik: Interpunktion, Nebensätze und zu-Infinitiv-Sätze im Rückblick
<u>8. Woche</u>		
Mo 26.02.2018	Labor	<i>Die Flaschenpost</i> , S. 60-71, 83-89
Di 27.02.2018	Unterricht	<i>Die Flaschenpost</i> , S. 60-71, 83-98 Grammatik: Genus im Rückblick
Mi 28.02.2018	Labor	<i>Die Flaschenpost</i> , S. 99-107
Do 01.03.2018	Unterricht	Korrektur vom 1. Aufsatz fällig <i>Die Flaschenpost</i> , S. 99-116 Der Überwachungsstaat DDR Grammatik: Präpositionen im Rückblick
Fr 02.03.2018	Course Withdrawal ends	
<u>9. Woche</u>		
Mo 05.03.2018	Labor	<i>Die Flaschenpost</i> , S. 137-166
Di 06.03.2018	Unterricht	Vorschau vom 2. Aufsatz fällig <i>Die Flaschenpost</i> , S. 137-172 Zwei Länder oder eine geteilte Nation? Grammatik: Relativsätze
Mi 07.03.2018	Labor	Lab
Do 08.03.2018	Unterricht	Halbe Fassung vom 2. Aufsatz fällig Die DDR im Herbst 1989 Grammatik: Passiv
<u>10. Woche</u>		
Mo 12.03.2018	Labor	<i>Fritzi war dabei</i> , S. 5-48
Di 13.03.2018	Unterricht	Volle Fassung vom 2. Aufsatz fällig <i>Fritzi war dabei</i> , S. 5-63 Aufarbeitung der Geschichte Grammatik: Adjektive und Adjektivnomen
Mi 14.03.2018	Labor	<i>Fritzi war dabei</i> , S. 64-83
Do 15.03.2018	Unterricht	<i>Fritzi war dabei</i> , S. 64-87

		Ostalgie Film: "Good Bye, Lenin!" (2003) Grammatik: Konjunktiv II
<u>11. Woche</u>		
Mo 19.03.2018	Endexamen	Korrektur vom 2. Aufsatz fällig Film: "Good Bye, Lenin!" (2003)

Tips for Success

The most successful students typically do the following:

Complete all assignments on time. A lot of what we learn and do in this course builds on what we have learned and done earlier. Missing a *Exposé* won't just cost you points, but will leave you unprepared for class and even your essay.

Put in good time. Language learning is not particularly difficult, but it does take a lot of time. With all of the repetitive practice and memorization you have to do, we expect you to spend up to 2 hours/day on this course. However:

Learn smarter, not longer. People tend to retain knowledge better when they learn teaspoons of it at a time, and revisit those tidbits repeatedly. If you do all of your coursework in one big sitting, you may not be giving yourself time to let things "sink in". Instead, do a little bit every day and give yourself time to review your work.

- If you need more than the 2 hours/day 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 hopefully make the coursework easier.
- If you get stuck, skip it for now. If a lesson or exercise frustrates you, put it aside, move on to the next item, and let your brain reset. It may make sense later. If not, ask for help.

Get help when you need it. If you don't understand something, get help NOW. Working out what you don't understand *immediately* will save you aggravation and extra work further down the line. We have a lot of resources that you can consult if the first explanation doesn't make things clear to you:

- Ask questions in class. If you have a question, ask it! Don't be scared of looking dumb. The highest achieving students often ask the most questions.
- Visit me in my office. I hold office hours regularly, and can often meet at other times by appointment (typically on Tuesdays or Thursdays).
- Tutoring. If you need even more help, find a tutor or ask me about professional tutoring.

Find learning partner(s). Get to know people in your class. See if there are others with whom you can collaborate (not copy off of) on day-to-day assignments like the grammar exercises or

readings. Students who work in study groups are more successful than students who fly solo.
However, make sure you still do your work!

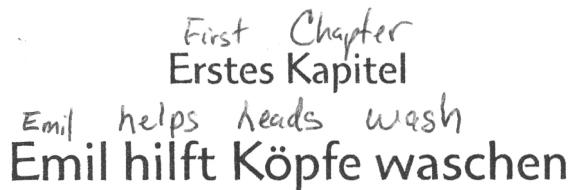
Basics matter. Understanding more fundamental things is necessary for understanding more complex things. You can't learn nuclear physics without understanding what an atom is. Likewise, it gets harder to get dative right if you don't know your genders.

- Keep it simple. You are intelligent people who can fluently communicate very complex ideas in one or more languages already! However, remember that it took years for you to learn your first language(s), and you are still pretty new to this language. Instead of trying to replicate the richness of your knowledge of English in German, focus on using what you know and what you learn here creatively to express your thoughts.
- Memorize! Having a lot of well-known vocabulary in your head makes writing easier, faster, and a whole lot better to read.

Experiment. Look at assignments (like essays) not as drudgery, but as a way to try out what you have learned and a chance to try out new ideas.

Example B: Contextual Reading Lesson
German Composition, Kalamazoo College, Winter 2018

As part of this course's general emphasis on re-appropriating and developing students' first-language heuristic reading and writing practices, these exercises had students re-examine 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 following image was discussed earlier 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
and strolled out the kitchen in the living room Emil
Kamillenseife und spazierte aus der Küche in die Stube. Emil
packed his jar on and walked behind the mother ago.
packte seinen Krug an und lief hinter der Mutter her.

The following exercises came roughly toward the tail end of a session after a class activity in which the whole class provided a simple summary of the day's reading. Subsequent homework tasked students with further applying these methods to the next class reading.

1. **Robert's Buferandi.** We first read the excerpt "Robert's Buferandi" (text courtesy of Dr. Carrie Jackson at Penn State University), and discussed the ways in which students could extrapolate the meaning of the made-up terms through context, their background cultural knowledge, their ability to infer categories, etc. Special emphasis was also given 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.
2. **Nicht verstanden.** Students were then split into groups and given passages from the current class reading (Erich Kästner's *Emil und die Detektive*) that they identified in their reading response activities (turned in shortly before class through Google Docs) as difficult to parse. Together, they worked to interpret the passage with the techniques from "Robert's Buferandi" and then produce a summary translation in English.

Lesestrategien: im Kontext lesen

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 duckles on it -- green duckles and yellow duckles and a big police duddle. Robert opened the waso, and it contained duckles. 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. buferandi⁶
2. sas⁷
3. cluck⁸
4. torda⁹
5. waso¹⁰
6. terro¹¹
7. duddle / duckles¹²

6 Here I had students point out how their cultural knowledge allowed them to infer meaning through certain key “Schlüsselwörter” that appear near the target term, e.g. “five,” “card,” “Happy,” and “ice cream”.

7 Here, students had to also point out how they came to understand the tense of the verb, i.e. by noting the tense of the other verbs in the passage.

8 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.

9 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.

10 Students here note both their cultural knowledge (through association with “birthday”/“buferandi” and “box”).

11 Another, trickier case of ambiguity. Students are brought to realize that their definition of “terro” may depend on their own heteronormative predispositions.

12 Once again an example of an ambiguous word, but this time one that students should actually look up.

Nicht verstanden. Arbeiten Sie zusammen um diese problematische Auszüge in *Emil und die Detektive* zu interpretieren. Beachten Sie das folgende:

1. Wie ist die Situation vor und nach diesem Auszug (z.B. Geburtstag)? Was erwartet man in so einer Situation (z.B. Geschenke)?
2. Lesen Sie den ganzen Absatz (paragraph) mit dem Auszug. Welche Schlusswörter tauchen auf? Welche sind wichtig für die Wörter, die Sie nicht verstehen?
3. Welche Wortart (Substantiv, Verben, usw) haben die Wörter, die Sie nicht verstehen? Gehören die Wörter einer bestimmten Kategorie (z.B. Farben)?
4. Wenn Sie ans Ende des Auszugs kommen, und ein oder mehrere Wörter noch nicht verstehen, fragen Sie sich: Muss ich dieses Wort besser wissen, um die Bedeutung des Absatzes zu verstehen? Wenn ja, schlagen Sie es im Wörterbuch nach.

Geben Sie dann eine kurze Zusammenfassung auf Englisch. Schreiben Sie die *Bedeutung*, nicht jedes Wort, um.

- **Students A, B, and C:** Wieso haben diese kleine Gruppe von Jungen ziemlich neunzig bis hundert Jungen gesammelt? (S. 120)
- **Students D, E, and F:** “Der Mann im steifen Hut lachte laut und sagte: ‘Da sehen Sie, dass es sich um eine Verwechslung handeln muss....’” (S. 131-132)
- **Students G, H, and I:** “Der Junge hatte sich gern die Gegend näher betrachtet. Aber es war wie verhext.” (151). Ich verstehe nicht, was hier verhext ist.
- **Students J, K, and L:** “Und dann kam auch schon ein Schupo im Dauerlauf daher, den Pony Hütchen mit ihrem kleinen Rade geholt hatte. Und der Bankvorsteher forderte ihn ernst auf, den Mann, der sowohl Grundeis wie auch Müller hieße, festzunehmen. Denn er sei, wahrscheinlich, ein Eisenbahndieb.” (S. 133)

Example C: Major Writing Assignment

“Aufsatz” 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. It 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 in class.
2. **Halbe Fassung** (Page 22). 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 23). 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 28 for an example student submission.
4. **Korrektur** (Page 24). 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. See page 31 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 11:00 fällig

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 12:00 fällig

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 / Worten insgesamt = % 	20%

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

Korrektur zum 1. Aufsatz
 am Donnerstag, dem 01.03.2018 um 12:00 fällig

Jetzt dürfen Sie eine Korrektur von Ihrem Aufsatz schreiben. Sie können bis 80% Ihre verlorenen Punkte zurückverdienen. 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. Don't just blindly adopt my suggestion. 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 meine Familie besuchen.

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 D: Abridged Syllabus for Elementary German 1

Elementary German I, Western Michigan University, Fall 2018

For the original, unabridged, and fully-interactive version of this syllabus, see
<https://tinyurl.com/ya8odc26>



GER 1000
Basic German I

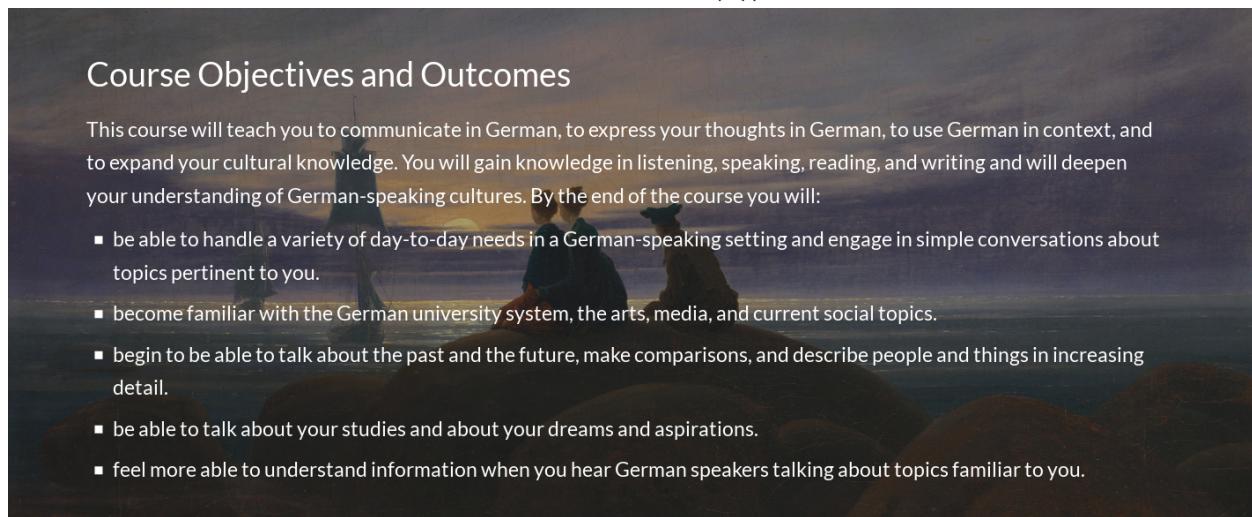
Semester: Fall 2018 **Instructor:** [Dr. Jacob van der Kolk](#)

Section: 110 **Office Hours:**

Meeting Times: Tuesdays and Thursdays from 4pm-5:40pm **814 Sprau Tower**, Tuesdays and Thursdays, 3-4 pm

Meeting Location: Dunbar 03205 **Dewning** 208 (Kalamazoo College), Mondays, Wednesdays, and Fridays, 12-1pm

or by appointment



Course Objectives and Outcomes

This course will teach you to communicate in German, to express your thoughts in German, to use German in context, and to expand your cultural knowledge. You will gain knowledge in listening, speaking, reading, and writing and will deepen your understanding of German-speaking cultures. By the end of the course you will:

- be able to handle a variety of day-to-day needs in a German-speaking setting and engage in simple conversations about topics pertinent to you.
- become familiar with the German university system, the arts, media, and current social topics.
- begin to be able to talk about the past and the future, make comparisons, and describe people and things in increasing detail.
- be able to talk about your studies and about your dreams and aspirations.
- feel more able to understand information when you hear German speakers talking about topics familiar to you.

Course Requirements and Grading Scheme

Due Dates and Times. All graded assignments must be turned in on their noted due dates by **4:00 pm**, even if you are absent. No late assignments accepted. Your current grade can be seen via [E-Learning](#).

1. **Chapter Tests** (*Kapitelprüfungen*). You will take five tests on grammar, vocabulary, reading, writing, and aural comprehension over the course of the semester. (20% of overall grade)
2. **Quizzes** (*Lernkontrollen*). Each week, you will have at least one quiz covering grammar or vocabulary from your homework. Quizzes will be either unannounced in class or done online outside of class. (10% of overall grade)
3. **Oral Exam** (*Mündliche Prüfung*). You and a partner will take a final oral exam together. You will get the questions and topics before the exam, which will last 5-10 minutes. (5% of overall grade)
4. **Essays** (*Aufsätze*). You will write three short essays via [WMU's Google Docs](#) on select topics. You may turn in revisions to earn back up to 80% of lost points. (15% of overall grade)
5. **Daily Homework** (*Hausaufgaben*). In preparation for each class, I will assign homework from iLrn or the textbook every day. The E-Learning calendar provides a recommended schedule to follow, but actual due dates are slightly staggered to allow for flexibility (or you can complete homework in advance of the recommended schedule). Homework will be graded on *good faith completion*, not correctness. (15% of overall grade)
6. **Cooperative Participation** (*Teilnahme*). You should actively involve yourself in all class meetings, make a *good-faith* effort to express yourself accurately and fluently in German, show improvement, and support and encourage your fellow students to do the same. You will not be graded on correctness! (15% of overall grade)
 - **Electronics.** Put away smart phones and laptops unless required for coursework.
7. **Final Exam** (*Klausur*). On *Tuesday, December 11, 5-7 pm* you will have a final exam covering all topics from the course. (20% of overall grade)

Grading Scale

Percentage	94-100%	88-93%	84-87%	77-83%	74-76%	67-73%	64-66%	0-63%
Letter Grade	A	BA	B	CB	C	DC	D	E

How to Succeed¹³

Academic Honesty and Student Conduct¹⁴

For the remainder of this document, please see <https://tinyurl.com/ya8odc26>.

¹³ Omitted in this abridged version. See “Tips for Success” on page 15 for a nearly identical passage.

¹⁴ Omitted in this abridged version. See “Academic Integrity” on page 11 for a nearly identical passage.

Student Submission of Major Writing Assignment

Student “Aufsatz” 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 C (Phases 3 and 4). Among the class, this student earned the median grade on his/her 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, e.g. students with the median 68% in a criterion could earn up to a 92.5% upon revision, the minimum value for an A.

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

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



Numeric correction codes in the comments correspond to entries in the guide book [here](#),¹⁵ 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 an.	1, R5

¹⁵ https://docs.google.com/document/d/1I_ZNwyiugCtZQQCCGKV-MsTUwxpj85AFNZqDS7iEwF4/edit?usp=sharing

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 man leben kann. Aber Erich Kästner aus 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 Kapitels dem Abenteuer mit dem Dieb geht. Emil und seine Freunde machten eine komplizierten Plan, der nicht ganz nötig war. Emil ist ja froh, dass man sein Geld gestohlen hat. Auf 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 gutes , 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 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, 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 Erich Kästner hat

subtile 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 "#".

1. Korrektur von der halben 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%

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