

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2018

May 2 - June 16, 2018

GRMN 1846: WAYSTAGE GERMAN IMMERSION & INTERCULTURAL LEARNING
First-year, second semester equivalent plus extra intercultural learning (six credit hours)

Instructor Dr. Daniela Roth

Office hours By appointment in the afternoons

Time Classroom hours Monday-Friday 9:00 a.m. to 12:30 p.m.
Some student presentations and course activities will take place in the afternoons.

Texts

1. *Motive A2. Kompaktkurs DaF. Kursbuch, Lektion 9-18. Deutsch als Fremdsprache.* München: Hueber Verlag, 2015.
2. *Motive A2. Kompaktkurs DaF. Arbeitsbuch, Lektion 9-18. Deutsch als Fremdsprache.* München: Hueber Verlag, 2015.
3. *Die Bremer Stadtmusikanten: Die Bremer Stadtmusikanten, Rotkäppchen und Aschenputtel neu erzählt von Urs Lugner.* Deutsch als Fremdsprache A2. München: Hueber, 2015.
4. *Rumpelstilzchen: Drei Märchen der Brüder Grimm nacherzählt von Franz Specht.* Deutsch als Fremdsprache A2. München: Hueber, 2010.
5. Dictionary of your choice recommended (preferably German-German).

Course description

This course is an intensive course (a full year course in 6 ½ weeks) designed to develop further comprehension, writing, reading, and speaking skills acquired in Beginners' German through classroom instruction, excursions, and immersion experience, including living in a German home. Improvement in overall fluency, enhanced knowledge of the culture of the German-speaking countries and review of key grammatical concepts are integral to this course. The language of instruction for this course is German. Textbooks and other readings are also in German.

Course objectives

This course will be centered on the following theme: linguistic proficiency, interpersonal communication, and intercultural communication through task-based language instruction, personal experience, literary texts, and lectures. The course will focus on student-centered, communicative learning, encouraging students to interact spontaneously and meaningfully in German. Students will further refine skills in reading, listening, speaking, and writing through a variety of texts and communicative opportunities. Strategies to enhance language learning skills will be integral to this course.

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Extra Help

Help with grammar, the intercultural project, presentations or any other aspect of class work will be provided through individual tutoring with the course instructor or any member of the CSSG team after the lunch break from around 2:00 – 4:00 p.m. (on class days). Tutoring appointments during office hours contribute to the homework component of the final grade.

Prerequisite

First-semester Beginners' German at a Canadian university. As Beginners' German courses vary across the country, we assume that students coming into this course have studied—most, but not necessarily all—the following grammatical structures:

- Present tense of sein, haben, werden; verbs with stem-vowel change (e.g. sprechen → er spricht, wissen → er weiß, tragen → er trägt, ...)
- verb + gern or lieber (e.g. ich schwimme gern, ich laufe lieber)
- modal verbs (e.g. können, sollen, dürfen, müssen, wollen)
- separable-prefix verbs (e.g. einladen → ich lade ein, anrufen → er ruft an)
- verb-noun and verb-verb combinations (e.g. Tennis spielen, einkaufen gehen)
- Imperative (e.g. Kommen Sie! Lies das Buch!)
- Perfect tense (e.g. ich habe gelernt, er ist gegangen)
- Nominative, accusative, dative (e.g. der Kurs, den Kurs, dem Kurs)
- Interrogative pronouns (e.g. wer, wo, wie, warum, ...)
- Personal pronouns (e.g. ich, mich, mir, ...)
- possessive adjectives (e.g. mein, dein, sein, unser, ...)
- Negation (e.g. nicht, kein)

Language policy

The CSSG is an immersion program. It is therefore essential that students demonstrate a commitment to communicate solely in German during all CSSG activities. If a CSSG instructor hears a student speaking a language other than German, the incident will be noted and the student will receive a yellow card. The consequence of three infractions is a red card. A red card will result in exclusion from a CSSG excursion. A red card issued after the final excursion will result in a 5% reduction in the student's final grade. Students receiving no yellow card throughout the program will receive a prize at the end of the program, which recognizes this achievement. We also have a green card which is given out each week to the student who has spoken German the most outside the classroom. Each class member votes anonymously to choose this student and she/he will receive a green card as a token of recognition for her/his efforts to uphold the CSSG Language Agreement. Students will be required to sign the CSSG Language Agreement. This policy will be strictly enforced.

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Grading policies, required work, and policy for late assignments

Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to actively and effectively participate in a wide variety of language related activities, both in and out of the classroom. You are expected to come to class every day, be prepared to interact in German in a variety of situations, keep up with the material, complete and hand in assigned homework, and take exams and quizzes.

We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. It can be compared with learning to play a musical instrument in a band. You begin with the very basics and through study and practice you advance to ever more complex music. The key expression is meaningful practice, especially in tune with other band members, or learning by working collaboratively with others, and therefore this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. As a result, the quality of the education you receive as well as your ultimate performance in this class will depend on the amount and quality of your own effort, as well as that of the other students.

***Late assignments will be accepted; however, students will have to inform their instructor before the due date and complete all the tasks given by their instructor to help them complete the assignment. Otherwise, 10% will be deducted for each day past due.

Evaluation

Active participation	10 %
Intercultural Project	20 %
Homework	10%
Vocabulary & grammar quizzes	10 %
Two oral presentations	10 %
Fairy Tale Readings	10%
Midterm exam	10 %
Final exam	20 %

Assignment dates

- Oral presentations will take place on May 18 and June 12.
- Homework (daily)
- Fairy Tales will be due on May 9, 16, 28, and June 4, 12
- Intercultural project sections will be due on May 8, 15, 22, 30 and June 11 (journal), May 22 (Questionnaire), June 11 (Conversation and Reflection).
- Vocabulary and grammar quizzes (once or twice a week).

Exam dates

Midterm on *May 23* & Final Exam on *June 14*.

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Active participation

Active participation will be evaluated based on the raw score of attendance combined with a subjective mark for active participation in all aspects of class (based on initiative taking, willingness to communicate, volunteering answers, asking questions, cooperation in teamwork, etc.) and preparedness for class. Active participation includes attending other students' presentations and movies in the afternoons as well as personal engagement in the cultural program (e.g. Berlin Poster Presentation).

Intercultural Project

The learning objective of the intercultural project is that students reflect on their intercultural experiences during the CSSG, to develop their thoughts and opinions about their time in Germany, and at the same time improve their writing skills and active vocabulary.

The intercultural project will consist of three different major sections:

a) Short journal-like entries about intercultural experiences

Every four course days (until day 20) students will submit five short sentences describing and reflecting on e.g. an experience in which s/he communicated with a German speaker (e.g. a host family member, a tandem partner, people in restaurants and stores, people at excursion sites, etc.), an experience in class or during one of the cultural events or excursions. Template sentences will be provided. You can also be very creative and design your intercultural journal like a scrape book (a journal will be provided).

b) A questionnaire/interview questions about an intercultural topic

Students will develop and use a questionnaire to interview 5 people during their time in Kassel about an intercultural topic of their choice: 1) a classmate, 2) an instructor, 3) their tandem partner 4) someone from their host family, and 5) a random person in Kassel.

c) Final reflection of intercultural experience

Students will receive guiding questions in order to help them reflect on the intercultural experiences recorded in their journal and the answer sheets of the interviews they conducted. The reflection will be in German and graded according to an error/wordcount ratio combined with the following rubric:

5	Appropriate choice of vocabulary; good variety; appropriate sentence transitions; very good overall organization; and successful use of appropriate imagination.
4	Generally appropriate vocabulary; some variety; generally appropriate sentence transitions; good overall organization; and attempts to use imagination
3	Choice and variety of vocabulary is standard; sentence transitions are standard and limited in number; basic organization; none of the above interferes with the comprehensibility of communication.
2	Choice and variety of vocabulary is limited; sentence transitions may or may not be present; basic or little attention to organization; some or all of the above inhibit the comprehensibility of communication.
1	Choice and variety of vocabulary is very limited; sentence transitions are not or only rarely present; little or no attention to organization; intended meaning can hardly be understood.

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0	Intended meaning cannot be understood.
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***It is always a good idea to incorporate newly learned vocabulary and grammatical structures into the different sections of the project. The three sections of the project will be corrected with a code and students will then correct the mistakes, re-write the section and re-submit.

Vocabulary and grammar quizzes

The primary goal of the vocabulary quizzes is to assess and provide feedback on the development and expansion of the vocabulary base at the literal and symbolic levels. At the literal level, the quiz will test the student's ability to 1) identify the contextually appropriate and linguistically accurate use of words, phrases, and expressions in sample everyday conversational, academic, and professional settings; and 2) use sample words, phrases, and expressions to form sentences that are linguistically accurate and have a clearly identifiable everyday conversational, academic, or professional context. The sample vocabulary items will be derived from the *Motive* books. At the symbolic level, the quiz will assess the student's ability to 1) identify the function of words, phrases, and expressions in sample texts and 2) use them to form sentences in a clearly identifiable context. Students will choose their "*Lieblingswort der Woche*" (favourite word of the week) and use it in a sentence.

The grammar quizzes target the contextual use of grammar structures learned in the classroom. These will include tasks derived from the *Motive* books. The task type will include gap-fills, cloze matching, sentence formation, and inductive assessment tasks. Grammar quizzes will usually be written once a week at the beginning of the class. Due dates will be confirmed at the beginning of each week.

Homework assignments

There will be three different homework assignments.

a) First homework assignment

(individual assignment, to be handed in on the first day of class at the orientation)

All students must research 5 places in Kassel that they would like to visit and write (in German) why these places are interesting to them. This assignment will be the basis for other assignments in the course, including oral presentations. You are required to write approximately 50 words on each place. You can use the internet, correspondence with the host family, travel guides, etc. as resources. DO NOT simply copy and paste sentences from these resources, but use your own words and cite your sources. The purpose of the pre-course assignment is not only to familiarize yourself with Kassel, but also to allow the instructor to assess your writing skills. You are encouraged to use basic to intermediate-level sentence structures; subject-verb agreement, verbs with separable prefixes, appropriate vocabulary, etc. You will discuss your text with the instructor who will provide you with feedback on how to improve your writing skills, grammar, etc. Students will hand in a revised version on **May 11**.

b) Daily homework (individual assignment)

Daily tasks will include reading, listening, speaking, and writing exercises derived from the *Motive* books. It is important for students to complete all assignments on time in order to keep up

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with the learning progression. Every day one of the assigned tasks will be handed in and graded, two will be corrected together with the student(s) in class or during the instructor's office hours (see Extra Help).

c) Stadtrallye (*group assignment*)

Students will develop a scavenger hunt for the city of Kassel for other students in the program. This assignment will be due on **May 14**.

Two oral presentations

The topic of your first in-class presentation is your choice, it can be related to the topics of the first 5 chapters in your course book or to the cities of Kassel or Bremen. (This may be, for example, an event you would like to attend, a museum or tourist attraction you would like to visit, etc).

Your second presentation will be a group presentation – a theatrical performance of one of the fairy tales from your reading assignments. Both presentations will be graded according to the following criteria (students will receive the rubric used for grading):

- completion (preparation, any supporting material, creativity)
- interaction (when relevant)
- vocabulary (register, range, appropriateness, and fluency)
- grammar (range and accuracy of grammatical structures)
- pronunciation and intonation
- coherence (logical and comprehensible organization of content)
- achievement of communicative goals

Readings – *Fairy Tales*

The readings for this course will be 5 stories from two collections of fairy tales. They will be graded according to the accurate completion of the accompanying comprehension exercises, due on **May 9, 16, 28, and June 4, 12**. The raw scores achieved on these exercises will be converted to percentages for calculating the final grade.

Midterm and final exams

Both the midterm and final exams are cumulative, covering all material studied. Both exams will have a short oral component, which will be a short conversation (approx. 3-4 minutes) with a partner. We will draw names for the partners and we will give you a sheet of paper with the topic as well as supplemental ideas for the conversation. This conversation will be graded on communicative goals achieved, vocabulary, grammar, and clarity. The written component will include sections that test your reading (comprehension) and writing skills, with grammatical exercises, vocabulary, questions about the literary texts you have read, etc.



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Grading:

Descriptor	Letter Grade	Quality Points	Percentage Equivalent
Excellent	A+	4.3	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal Pass	D	1.0	50-59
Fail or withdrawal after deadline	F	0.0	0-49

***Any student may request feedback on the current status of her/his overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed).

CSSG behaviour agreement

All students are required to sign the CSSG Behaviour Agreement and are also bound by the Saint Mary's University Code of Student Conduct. Please see the Documents section of the CSSG website for these documents. Please refer to the University *Academic Calendar* for the Code of Student Conduct.

Academic integrity, offences, regulations, and appeals:

Students are reminded of the regulations on special examinations and academic integrity as outlined in the Saint Mary's University *Calendar*. Plagiarism, cheating, misrepresentation of facts, and participation in such acts are viewed as serious academic offences by the University. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Please refer to the University *Calendar* for information on the University's definitions of these offences. Information on grade appeals can be obtained from the *Calendar*.

Recording of lectures

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Specialized support and disability services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their professor and must have written documentation of their disability from their home university.

Cell phone use

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom.