

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2018

May 2 - June 16, 2018

GRMN 2846: INTERMEDIATE GERMAN IMMERSION I & II
(6 credit hrs)

Instructors Dr. John L. Plews & Ms. Allison Bajt

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 B1. Kompaktkurs DaF. Kursbuch, Lektion 19-30. Deutsch als Fremdsprache.* München: Hueber Verlag, 2016.
2. *Motive B1. Kompaktkurs DaF. Arbeitsbuch, Lektion 19-30. Deutsch als Fremdsprache.* München: Hueber Verlag, 2016.
3. A2-B1 DaF-Readers will be available from the instructors on a lending library basis.
4. 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.

Extra help

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Help with grammar, course journals, presentations or any other aspect of class work will be provided through individual tutoring with the course instructors 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

One-year 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, if not 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!)
- Simple past of haben, sein, and modal verbs (e.g., hatte, war, konnte, ...)
- Perfect tense (e.g. ich habe gelernt, er ist gegangen)
- Infinitive phrases (zu, um ... zu, ohne ... zu)
- Nominative, accusative, dative and genitive cases
- Interrogative pronouns (e.g. wer, wo, wie, warum, ...)
- der-words and ein-words and possessive adjectives (dies-, manch-, ..., mein-, dein-, ...)
- Adjective endings
- Dependent and independent clauses; coordinating and subordinating conjunctions
- Prepositions, including two-case prepositions
- da- and wo-compounds
- Comparative and superlative
- Negation (e.g. nicht, kein)
- Relative clauses and relative pronouns
- Reflexive pronouns and reflexive verbs
- als, wenn, and wann

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

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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.

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

Pre-course assignment and resubmission	10 %
Active participation	10 %
Course journal/Language learning diary	10 %
Homework	10%
Vocabulary & grammar quizzes	10 %
Two oral presentations	15 %
Selected DaF-readers	10%
Midterm exam	10 %
Final exam	15 %

Assignment dates

- Course journal/Language learning diary will be due on May 11, 18, 28, June 4, 11).
- Homework will be due daily.
- Vocabulary and grammar quizzes will take place once a week.

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- Oral presentations will take place on May 18 and June 1.
- Readers are due three or four times across the course: approx.. May 14, 22, June 4, 11)

Exam dates

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

First homework assignment (to be handed in on the first day of class in Kassel)

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, verbs with prepositions, different tenses (where necessary), 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.

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 movie presentations in the afternoons and personal engagement in the cultural program (e.g., Berlin Poster Presentation).

Course journal/Language learning diary

The learning objective of the language learning journal is to improve your writing skills and active vocabulary. Journal writing gives you an opportunity to develop your thoughts and opinions about your experience in Germany. You can choose to write about any topic, though you will be given writing prompts about an experience in which you 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. Students in past years have written about their activities in Kassel, their host families, comparative analyses of German and Canadian culture and/or lifestyle, creative work such as a fairy tale, poems, songs, etc. It is always a good idea to incorporate newly learned vocabulary and grammatical structures into the journal. A *language learning diary* is a student's record of language acquisition. Thus, at least once a week the student will write a diary entry concerning, at least, one communicative experience in German in order to reflect on whether (and how/why) the communication was successful or not (i.e., "Did you achieve what you set out

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to, or not?") and set/adjust personal learning goals (i.e., identify and tackle common errors, set targets for speaking more often and in more varied places, strive to activate new vocabulary, use more complex sentences, ask more questions, etc.).

You do not need to type this or any assignment. This assignment will also provide feedback about your learning progress to the instructor and aids in designing customized homework tasks. You will hand in the course journal/language learning diary roughly once a week accounting for four new entries. The total number of entries will be around 20. By writing frequently in a low-stakes environment, you will develop more fluency in your German writing skills. Your journal will be graded on the breadth and depth of your reflections, on sentence-level clarity, vocabulary, grammar accuracy, complexity, as well as overall comprehensibility and coherence. Corrections will also be taken into account for the final grade.

Homework assignments

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

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.

Two oral presentations

The topic of your first in-class presentation is your choice, related to aspects of the cities of Kassel or Bremen and/or aspects of German life. This may be, for example, an event you would

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like to attend, a museum or tourist attraction you would like to visit, etc. The topic of your second presentation is your choice but must be related to the topics of the chapters (*Lektionen*) of the course book. These topics include: influential people, film, advertising, emigration, “Fernweh,” relationships, crime, art, the Berlin wall, political systems, health, transportation, etc. You may choose to work with a partner, in a small group (no more than three or four, each with clear speaking roles), or alone. 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

Selected DaF-readers

The DaF-readers include detective stories, abridged literature, tales, and collections of short stories. They will be graded according to the accurate completion of the accompanying comprehension exercises. The raw scores achieved on these exercises will be converted to percentages for calculating the final grade. Students are required to read three or four readers: three, if all are at the B1-level; four, if a mix of A2- and B1-level, with a minimum of one B1-level reader). Students may read more readers if they so choose.

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.

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

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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.