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Extra help

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

Two years of German study at a Canadian university, including one year Beginners' level and one year Intermediate level. As first and second year German courses vary across the country, we assume that students coming into this course have studied the intermediate-level grammatical structures in addition to those listed as prerequisites on the GRMN 2846 syllabus

(<http://www.smu.ca/webfiles/GRMN%202846%20CSSG%202018.pdf>).

***If you do not feel prepared in any area on this list, please see your German professor and she/he can provide you with tips for further study before arriving in Kassel.

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.

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

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lot of German. In class, we frequently engage in pair- 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, 10% will be deducted for each day past the due date.

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 % (= 2 x 7.5%)
Written assignment	10 %
Midterm exam	10 %
Final exam	15 %

Assignment dates

- Course journals and language learning diaries will be due on May 16, May 18, May 23, June 1, and June 11.
- Oral presentations will take place on May 16 & 17 and June 1 & 4.
- Homework (daily)
- Vocabulary and grammar quizzes (once a week).
- Written assignment (June 12).

Exam dates

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

Assignments

Assignments will include a pre-course writing assignment, writing a weekly course journal, oral presentations, vocabulary and grammar quizzes, and an in-class essay.

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

Students must research 7 places in Kassel that they would like to visit and write **in German** why these places are interesting to them. You are required to write approximately 100 words on each place and 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). This assignment might be the basis for other assignments in the courses. 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 required to use complex sentence structures; “complex” means here the use of subordinate and relative clauses, different tenses

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(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 15**.

***A possible follow up to this assignment might be the second presentation in which you describe your own encounters with at least one of these places.

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 course 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 Kassel. You can choose to write about any topic. 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 into the journal. You will hand in a minimum of 350 words per week (double-spaced). These pages will be corrected with a code and you will then correct the mistakes, re-write the journal entry, and re-submit. You do not need to type this or any assignment. Your journal will be graded for sentence-level clarity, vocabulary, grammar, and structural/rhetorical coherence. The corrections will also be taken into account for the final grade.

A language learning diary is a student's record of language acquisition. The learning objective of the language learning diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to reflect critically on your personal language acquisition process and the development of your cultural awareness, and to develop your thoughts and opinions about your experience in Germany, in general, and Kassel, in particular. Feel free to include creative work such as anecdotes, poems, songs, etc. Also, you can use the language diary to record, incorporate, and practice newly learned vocabulary. When you focus on your language acquisition, you are required to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed (especially any learned in class), 3) record any new words or phrases heard and even picked up, 4) identify gaps in your language and look up words or phrases that would have facilitated communication, 5) explain whether the communication was successful (i.e., "Did you achieve what you set out to?") and whether there was any new cultural learning involved, and 6) 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.). This

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assignment will also provide feedback about your learning progress to the instructor and aids in designing customized tasks. You will hand in the language learning diary five times across the duration of the program, with a minimum of 350 words per entry (double-spaced). 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, accuracy, complexity as well as overall comprehensibility.

Homework assignments

Homework assignments will include communication tasks derived from the textbook *Sicher!*, the grammar book *Grammatik mit Sinn und Verstand* as well as supplementary resources. It is important for students to complete all assignments on time in order to keep up with the learning progression. The instructor will also assign homework tasks based on the readings from the novella *Die Erfindung der Currywurst*. 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 *Sicher!* textbook and/or the novella *Die Erfindung der Currywurst* and students 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 grammar structures learned in the classroom. These will include tasks derived from the *Sicher!* textbook and *Grammatik mit Sinn und Verstand*. The task type will include gap-fills, cloze matching, sentence formation, and inductive assessment tasks.

Vocabulary and grammar quizzes will be written once or twice a week at the beginning of the class. Due dates will be confirmed at the beginning of each week.

Two oral presentations

These presentations concern the various cultural and social experiences on the CSSG (i.e. excursions, activities, aspects of the city of Kassel, and aspects of German life). They will likely involve some research and may include the development of a brochure, poster, slide presentation, etc.

Both presentations will be graded according to the following criteria (students will receive the rubric used for grading):

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- 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

Written assignment

The written assignment will be a short essay on a topic related to the novella or a topic decided upon with the instructor. The goal of this assignment is to acquire and improve creative writing skills, understand basic components of literary interpretation and analytical skills. There will be in-class practice sessions for this assignment. You will have 1.5 hours in class on **June 12** during which you will write your essay. Your essay will be evaluated according to an error/wordcount ratio combined with the rubric below.

5	Appropriate choice of vocabulary; good variety; appropriate sentence transitions; very good overall organization; and successful use of appropriate imagination, insight and ideas.
4	Generally appropriate vocabulary; some variety; generally appropriate sentence transitions; good overall organization; and attempts to use imagination, insight and ideas.
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.
0	Intended meaning cannot be understood.

Midterm and final exams

Both the midterm and final exams are cumulative, covering all material studied, including the novel. Both exams will have a short oral component, which will be a short conversation (ca. 5 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. This component will be 10% of the exam grade. The written component will include sections that test your reading (comprehension) and writing skills, with grammatical exercises, vocabulary, questions about the novella, 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.



DEPARTMENT OF
MODERN LANGUAGES
AND CLASSICS

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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.