

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2018

May 2 - June 16, 2018

GRMN 4846: Advanced German Immersion III & IV (6 credit hours)

Instructor	Katrin Jacob
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	<ol style="list-style-type: none">1. Herrendorf, Wolfgang. <i>Tschick</i>. Reinbek: Rowohlt Taschenbuch Verlag, 6. Auflage 20132. Dallapiazza, Rosa-Maria, Evans, Sandra, Fischer, Roland, Schümann, Anja & Winkler, Maresa. <i>Ziel. Deutsch als Fremdsprache. Kursbuch (C1/1 und C1/2)</i>. München: Hueber Verlag, 2010.3. Rug, Wolfgang & Tomaszewski, Andreas. <i>Grammatik mit Sinn und Verstand. Übungsgrammatik Mittel- und Oberstufe</i>. Stuttgart: Klett Verlag, 20124. Dictionary of your choice recommended (preferably German-German).5. Additional material to be distributed by the instructor.

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 Advanced 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: advanced linguistic proficiency, interpersonal communication, and intercultural interpretation through task-based language instruction, personal experience, literary texts, and lectures. This 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. An emphasis of this course will be to expand and refine different kinds of oral presentation and writing skills.

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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 instructor and 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

Three years of German study at a Canadian university, including one year each of Beginner's level, Intermediate level, and (Lower) Advanced level. While German courses vary across the country, we assume that students coming into this course have studied all major grammatical structures at the intermediate- and lower-advanced levels (i.e., including *da- und wo-Komposita*, *Konjunktiv I u. II*, *Nominalstil u. Verbalstil*, *Passiv*, etc.) but are not yet fully proficient in all and will require some review.

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 when due, 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 pair and group work as this maximizes your opportunities to practice your language skills. As a result, the quality of the education you

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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 the due date.

Evaluation

Pre-course assignment and resubmission	10 %
Active participation	10 %
Language learning diary	15 %
Homework	10 %
Quizzes	10 %
Guided tour (presentation #1)	10 %
Presentation #2	10 %
Presentation of essay draft	5 %
Final essay	15 %
Final test	5%

Assignment dates

- Pre-course assignment (due on the first day of class at the orientation in Hann. Münden, or before as an email attachment); resubmission due on May 15.
- Homework (daily)
- Language learning diary (due every Friday, starting May 11)
- Quizzes (the dates for the 4 quizzes will be negotiated / announced in class)
- Oral presentations (guided tour, etc.) will be held occasionally throughout the program
- Final essay drafts (1st draft tentatively due on May 30, 2nd draft tentatively due on June 5)
- Presentation of final essay draft (tentatively scheduled for June 4 and June 5)
- Final essay (due on June 13)
- Final test (in class on June 13)

Assignments and evaluation criteria

Assignments will include 1) a first (pre-course) written assignment, 2) active participation, 3) writing a language learning diary, 4) homework, 5) quizzes, 6) two oral presentations, 7) a short presentation of your final essay, 8) a final essay, and 9) a final test.

1) **First assignment (10%) (to be handed in on the first day of class at the orientation in Hann. Münden):**

All students must research 7 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 courses, including oral presentations. You are required to write approximately 200 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

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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 required to use complex sentence structures; “complex” means here the use of subordinate and relative clauses, 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 15.

2) Active participation (10%):

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).

3) Language learning diary (15%):

The objective of the language learning diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to critically reflect on your personal language acquisition process, your development of 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, use the language diary to incorporate and practice newly learned vocabulary. When you focus on your language acquisition, you are encouraged 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 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 once a week accounting for four new entries (minimum of one full page each, double-spaced, and no more than two pages). The total number of entries will be 24. 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.

4) Homework (10%):

Homework will be assigned daily. This may be reading, writing, communicative tasks,

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exercises derived from the *Ziel* books or from *Grammatik mit Sinn und Verstand*, learning for a quiz, or some type of oral preparation. It is important for students to complete all assignments on time in order to keep up with the learning progression. Students will be informed which of the assigned tasks will be handed in and graded, which will be corrected together with other students in class, and which will be part of the instructor's office hours (see Extra Help).

5) Quizzes (10%):

Four quizzes will be administered in class. They will test contextualized vocabulary from the novel and/or from other texts we have covered in class as well as grammatical structures from the textbook *Ziel*.

6) Oral presentations (#1: 10%; #2: 10%):

Students will form groups (no more than three) to plan, research, conduct, and reflect on a guided tour of cultural sites in Kassel (presentation #1). In addition to leading a group of visitors around a site of cultural interest, each member of the group will give an oral presentation on particular aspects of the site. The individual presentations will be in keeping with the German tradition of a memorized oral essay or "Referat" delivered with the aid of brief notes on cue cards only. The tour and individual presentations will be mindful of the logistical requirements (e.g., museum opening and closing times, local transportation, meeting and congregation points, traffic noise, not inconveniencing members of the public, poor weather, etc.) and the cultural interests and language needs of the "peer audience" as well as of the cultural content and overall cohesion of the tour. Part of task fulfilment for each group will also be the design (in consultation with the instructor) and completion of the group's invitation to other program participants and to distribute, collect, and reflect on an audience feedback/evaluation form. All students in GRMN 4846 are required to attend each other's tours and each group is encouraged to invite students from other CSSG classes to take part on the tour. Dates for the tours are to be planned and announced at the beginning of May. These tours will most likely take place in the afternoon. The presentations will be scheduled in consultation with the CSSG instructors.

Presentation #2 is either individual or a presentation with a partner and will deal either with background information on the novel we are reading (e.g., further exploration of key topics) or introduce a topic related to Bremen or Berlin. When you work in groups or pairs, make sure you contribute equally to the preparation and presentation. Each presentation will involve some research and may include the development of a brochure, poster, slide presentation, etc. Each presentation will include a handout comprising of a brief glossary and the most important information about your topic. 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)

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- 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

7) Presentation of final essay draft (5%):

To help you prepare for the writing of the final essay (see #8) and to share your thoughts with your classmates, students are required to present an outline of their final essay at the end of May (tentative presentation day is June 4). Each student will individually present their topic and provide their classmates with an overview of the key points of the essay. You may also prepare a handout or poster for visual support. The presentation will demonstrate that you have done research on your topic, have developed a clear structure, and have developed key ideas or a main thesis for your final writing assignment. You are also encouraged to voice problems that you have encountered while preparing your topic and use the presentation as a forum for constructive feedback from both the instructor and your classmates. These presentations are to last 5 minutes.

8) Final essay (15%):

You will write a final term-paper-style essay of a minimum of 5 pages based on the reading or viewing assignments dealt with in class (double-spaced, total number of words indicated). Students will have freedom in choosing their essay topics, but they should be connected to the novel discussed in class. The instructor will provide students with a list of possible essay topics and help students with choosing the topic and conceptualizing the final essay. There will also be in-class exercises that will help you to prepare for the essay, its structure, conceptualization, etc. The instructor will also schedule individual meetings with each student to provide help or feedback on all aspects of the essay. Your essay will be evaluated according to an error/wordcount ratio combined with the rubric below. You are required to hand in a first version of the final essay tentatively on June 1 (worth $\frac{1}{3}$). You will then receive feedback from your instructor and your classmates during the in-class presentation of your draft scheduled for June 4. This feedback will allow you to revise and refine your essay which will be handed in on June 13 at the latest, or before (worth $\frac{2}{3}$).

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

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	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.

9) Final Test (5%):

The final test will assess your use of contextualized vocabulary from the novel and/or from other texts covered in class as well as grammatical structures from the textbook *Ziel*, by means of a final quiz and a short essay (two to three pages). There will be several topics from which you can choose. They will refer to the novel discussed in class.

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

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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.