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CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2018

GRMN 4848 / 5848: German Language Teaching & Learning (6 credit hours)

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Dates May 2–June 16, 2018. The formal immersion phase is set for **May 20–June 2**. The pre-departure online phase, including pre-immersion readings and reflections, begins in **mid April**. The post-sojourn online phase must be completed by **June 14**.)

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

Texts

1. Funk, Hermann, Kuhn, Christina, Skiba, Dirk, Spaniel-Weise, Dorothea, & Wicke, Rainer E. *DLL04: Aufgaben, Übungen, Interaktion*. München: Klett-Langenscheidt, 2014.
2. Rösler, Dietmar & Würffel, Nicola. *DLL05: Lernmaterialien und Medien*. München: Klett-Langenscheidt, 2014.
3. Dictionary of your choice recommended (preferably German-German).
4. Additional reading material to be distributed online by the instructor.

Course description

This course is an intensive German second language teacher education course taught primarily in German. This professional development opportunity brings together components of the Goethe-Institut series *Deutsch Lehren Lernen (DLL)* with a unique university immersion language learning program, the Canadian Summer School in Germany (CSSG). The *DLL* series was developed in collaboration between the Goethe-Institut and several German universities. During the immersion phase, course participants will work with *DLL* modules 4 and 5, focusing on instructional activities, interaction, and materials development through authentic content and cultural experiences. Further readings in German and English are provided by the instructor for the pre-departure phase.

This 6-credit blended course can be transferred and count toward a B.A., B.Ed. degree or a graduate degree in Education or German Studies. The final grade will be accumulated through online activities and immersion / study abroad experience at the CSSG in Kassel, Germany. The online component will be split into pre-departure and post-sojourn phases with a combined total

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of 45% of the distribution of course final grade (accumulated through online activities) and 55% through immersion / study abroad experience at the CSSG in Kassel.

The online component will be split into 30% for pre-departure non-synchronous activities and 15% for post-sojourn synchronous activities. Pre-departure non-synchronous online activities may begin any time after mid April and before May 2 and must be completed by the first week of the CSSG program. Two post-sojourn synchronous activities will occur one week and three weeks after the formal sojourn phase.

The sojourn will last two weeks. The sojourn will include classroom observations of Canadian university learners of German at the CSSG, supervised interventions in CSSG classes, individual and group consultations, a homestay with a German family for the full two weeks, cultural excursions with the CSSG, and interaction with members of the DaF program at the Universität Kassel.

The course materials, instruction, and assignments will be in English and German; the immersion component will be in German in accordance with the CSSG German only language policy.

Course objectives

This course is designed to improve participants' understanding and application of second language teaching principles and pedagogical content knowledge through a blend of online and classroom instruction, reflective classroom observation, and collaborative projects, as well as immersion experience. Participants will explore the teacher's role in the interactive classroom, classify, analyze, and integrate various activities for speaking, writing, listening, and reading, and understand the characteristics of fluency, communication, and text types for effective lesson planning based on proven theoretical models. Participants will gain insight into teaching and learning German through classroom observation, guided reflection, experiential learning, application of theory, and "Practical Exploration Projects" (PEPs). Participants will also enhance their own German language skills, specifically as relating to everyday interaction, classroom language, and language awareness. Further development of knowledge about German culture, society, and/or history for the purpose of instruction in Canada or the USA is also integral to this course.

Prerequisite

Two years of German study at a Canadian or US university, including one year of Intermediate German and preferably one year of Advanced level German. While German courses vary across the country, we assume that students coming into this course have studied all major grammatical structures.

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

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student will receive a yellow card. The consequence of three infractions is a red card. A red card 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 they will receive a green card as a token of recognition for their effort to uphold the CSSG Language Agreement. Students will be required to sign the CSSG Language Agreement. This policy is 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, culture, and pedagogy 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.

We believe that learning and teaching a foreign language is the development of a skill as well as the acquisition of a body of knowledge in appropriate socio-cultural contexts. You will best learn 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 on individual work as well as in cooperating with others.

***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-departure readings on pedagogical approaches, German as a second language acquisition, and teaching German, etc. with non-synchronous online activities (short position papers; discussion board), cultural component preparation, and pre-departure expectations and orientation	25%
Arts-based self-reflection tasks	10%
In-sojourn language learning/teaching journal	15%
Immersion teaching observations & <i>DLL</i> readings	10%
Lesson / unit development	5%
Lesson teaching and reflection	10% + 10%
Post-sojourn synchronous online debriefing	5%
Applied cultural knowledge assignment (e.g., development of lesson / unit, peer workshop, student recruitment or information brochure, etc. based on materials and experiences collected	10%

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during the sojourn	
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Assignment dates

- Pre-departure readings and written reflections on readings (submitted online) are to be completed preferably before May 2 and must be completed by the end of the first week of the CSSG program (May 9). Online discussions will be negotiated and agreed upon between the instructor and student.
- Arts-based self-reflection task 1 is due at the beginning, middle, and end of the formal sojourn phase; task 2 is due at the end of the sojourn.
- Course journal/Language learning/teaching diary will be due every class day of the formal immersion phase (a minimum of nine entries).
- Immersion teaching observation notes and self-reflections are due on each observation day (May 22, 23, 28, 29, 30). Online discussions of the reflections will take place at a time negotiated and agreed upon between the instructor and student (most likely on these dates).
- Lesson development plans are due on May 31.
- Lesson implementation and reflections are due on June 1.
- Post-sojourn debrief will take place at a time negotiated and agreed upon between the instructor and students (likely between June 2–5).
- Applied cultural knowledge project is due no later than June 14.

Exam dates

There are no exams in this course.

Pre-departure readings and written reflections on readings

Ten (10) readings will be provided by the course instructor for pre-departure consultation, discussion, and reflection online. The readings will be in German or English and retrievable online as PDFs. The readings focus on pedagogical approaches, German as a second language acquisition, and teaching German, etc. The online activities will be non-synchronous and include: 1. short position papers / reflections; 2. discussion board postings; 3. cultural component preparation; and 4. pre-departure expectations and orientation. (NB: *DLL* readings will occur in-sojourn only; see immersion observations below.)

Arts-based self-reflection tasks

There are two arts-based tasks. In the first task, students will complete three “feeling pizzas” (i.e., simple mandalas) for reflection on professional needs and development across the course: one at each of the beginning, middle, and end of the course. They will be given the instructions and basic arts materials to complete the task on site and will be encouraged to think aloud during the activity as well as record their reflections in their journals.

In task two, students will choose to complete one of three possible tasks for further self-reflection in relation to either professional development, teaching German, German language, and/or German culture. They will keep either 1. a record of daily mandala sketches; 2. a material

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culture photo-diary; or 3. a found poetry collection. The aim of this activity is to record engagement with the chosen focus and distill personal meanings through creative expression. A log of brief explanatory notes must be kept with the chosen task.

The “feelings pizzas” (task 1) will be assigned a completion score only of 3%; the self-selected arts-based activity will be worth up to 7% and be graded based on a combination of completion and creative expression of personal experience.

Course journal/Language learning/teaching diary

The objective of the language learning/teaching diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to critically reflect on your personal pedagogical or professional development, the language acquisition process, and your expanding cultural awareness, as well as 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 professional development (or language acquisition or cultural awareness), you are encouraged to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed (especially any you learned or observed in class), 3) record any new words or phrases heard and even picked up, 4) identify gaps in your language or professional practice that would have facilitated communication and instruction, 5) explain whether (why and how) the communication and/or instruction was successful (i.e., “Did the students achieve what was set out?”) and whether there was any new pedagogical/professional learning for you, and 6) set/adjust personal pedagogical/professional learning goals (i.e., identify and briefly propose how to tackle personal and/or common issues, etc.). This assignment will provide feedback about your learning progress to the instructor and aids in designing customized tasks. You will hand in the diary almost daily accounting for at least nine entries (minimum of one and a half pages each, double-spaced, and no more than two and a half pages). Your journal will be graded on the breadth and depth of your reflections, accuracy, complexity, as well as overall comprehensibility.

Immersion teaching observations and *DLL* readings

Written notes and self-reflections are due on each observation day (see above Dates). These notes and reflections may take the form of bullets, questions, spontaneous responses and assertions, etc. Online discussions will take place based on the reflections. The reflections and especially the online discussions will also incorporate the readings from the *DLL* books.

Lesson development plans

Students will develop a lesson plan based on their observations of the CSSG courses and the course readings, especially the *DLL* books. The topic, nature, and duration of the lesson will be negotiated with one of the CSSG instructors. The plan must be written up in a formal manner and include the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and

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tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, assessment, and self-assessment. Students must consult with the course instructor upon completing the plan and before implementing it.

Lesson implementation and reflections

Students are required to implement the abovementioned lesson plan and write a reflection on the experience of teaching the plan. The reflection must be concise and self-critical (which may be positive!), taking a minimum of one and a half pages, double-spaced, and no more than two and a half pages. It must be mindful of the lesson as planned and focus on the lesson as taught, it must indicate strengths and weaknesses, successes and aspect for improvement or change.

Post-sojourn debrief

A post-sojourn will take place online after the formal immersion phase. This debriefing will include all participating students and will be driven by up to three questions or discussion points prepared and submitted by each student before the debrief. The questions and discussion points may refer to any aspect of the course materials and activities. The debrief will be graded based on preparedness, active participation, and completion of task.

Applied cultural knowledge project

Students will complete an applied cultural knowledge project for sharing with other students in the course. The project may refer to any aspect of German language culture as experienced and researched while in Germany (though topics related to Kassel or any of the CSSG excursions will be preferred). The project must follow the nature of a broadly developed lesson or unit plan that would be applicable to a German as a foreign language course in Canada, either at school or university level. The plan must be written up in a formal manner and include the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, and assessment. The project should indicate how it can be integrated into a given course syllabus at a given educational level and provide basic tips as to how to adapt the project for use at lower or higher educational levels than initially proposed.

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

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	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).

Calendar of study abroad component (formal in-sojourn immersion phase)

So. 20. Mai Ankunft in Frankfurt; Busfahrt nach Kassel Gastfamilie kennen lernen; Stadtfest	Mo. 21. Mai Feiertag: Pfingst-Montag; Morgens frei; 1. Unterrichtstag: an der CSSG; Stadtfest	Di. 22. Mai 2. Unterrichtstag: an der CSSG (Hospitieren und kritische Auswertung); eventueller Schulbesuch in Kassel	Mi. 23. Mai 3. Unterrichtstag: an der CSSG (Hospitieren und kritische Auswertung)	Do. 24. Mai Bremen; Fahrt nach Bremen	Fr. 25. Mai Bremen 4. Unterrichtstag: in Bremen	Sa. 26. Mai Bremen; Abfahrt nach Kassel
So. 27. Mai Morgens frei; 5. Unterrichtstag: an der CSSG	Mo. 28. Mai 6. Unterrichtstag: an der CSSG (Hospitieren und kritische Auswertung)	Di. 29. Mai 7. Unterrichtstag: an der CSSG (Hospitieren und kritische Auswertung)	Mi. 30. Mai 8. Unterrichtstag: (Hospitieren und gemeinsame kritische Auswertung mit Studierenden)	Do. 31. Mai Feiertag: Fronleichnam; Frei	Fr. 1. Juni 9. Unterrichtstag an der CSSG (Unterrichtseinsatz und Einsatznachbesprechung); Abschiedessen	Sa. 2. Juni Abfahrt bzw. Rückflug nach Kanada

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:

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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 diverse ability 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 diverse ability 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.