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## CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2018

May 3 - June 17, 2017

### **GRMN 4847 / 5847: German Immersion Community Service Learning (3 credit hrs)**

**Instructors** TBA

**Cooperating instructors** TBA

**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 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. Selected articles on community service learning. For example:
  - a. Cress, C. M. (2005). What is Service Learning. In C. M. Cress, P. J. Collier, & V. L. Reitenauer (Eds.), *Learning through serving: A student guidebook for service-learning across the disciplines* (pp. 7-17). Stylus Publishing, LLC.
  - b. Hall, B. L. (2009). Higher education, community engagement, and the public good: Building the future of continuing education in Canada. *Canadian Journal of University Continuing Education*, 35(1), 11–23.
3. Dictionary of your choice recommended (preferably German-German).
4. Additional material to be distributed by your instructors.

#### **Prerequisite**

GRMN 2846, 3846, or 4846 at the Canadian Summer School in Germany and other senior-level German language courses from any Canadian university. While German courses vary across the country, we assume that students coming into this course have studied all the major grammatical structures. Students enrolling in this course must be able to demonstrate a high level of German language proficiency. They must also acquire the prior consent of the Director of the Canadian Summer School in Germany.

#### **Course description and objectives**

Students provide 50 hours of community service to the CSSG team and Canadian participants on an intensive 6 ½-week study abroad program in Germany in the form of supervised classroom support for various classroom tasks and activities and one-on-one peer consultation on language grammar forms and German literacy development. Students provide further valuable support for out-of-class pedagogical and intercultural/experiential components of the language immersion

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program. They will critically reflect on curriculum as planned, taught, and interpreted and language teacher-student professional interpersonal relations.

The course provides an authentic capping project opportunity for graduates of the program from previous years (especially of the advanced language course) as well as an authentic international practicum experience. In addition to undertaking the 50 hours of community service described above, students will complete a selection of the following compulsory and negotiable academic activities: keep a detailed community service activity log, including a midway progress report; complete select readings on CSL; maintain a personal record of second language development (paying attention to classroom language, if relevant to the students' career intention to become language teachers; paying attention to the development of one's imagined linguistic, intercultural, and/or professional identities); co-plan and co-implement a full teaching unit (most likely in week five); research and deliver a literary curriculum development project; conduct a community-engaged project; and compose a critically self-reflective report (4-5 pages) on their CSL experience (with emphasis on the analysis not of tasks but of the imagined community and one's imagined self).

The primary language of instruction and assignments for this course is German, though some English-language texts are used and some research activities (correspondence, interviews, etc.) and discussions might be in English (or another language).

### **The CSL student**

CSL students are socially responsible individuals committed to volunteerism and community enhancement through action and social justice. They are engaged in experiential learning through community service activity in which they mobilize and translate their practical and analytical skills for real-world matters. CSL students are not fully trained experts, nor are they necessarily fully qualified in a given discipline. But they are highly knowledgeable and can bring their lived pedagogical experiences and personal agency and provide needed content knowledge to the CSSG community while also learning by providing service to that community.

### **Course instruction**

This is a team-taught course by Canadian professors with the cooperation of other members of the CSSG team. This means that, even though specific professors will assign you specific tasks, you will be taught and supervised by all professors and instructors. Any of the professors could mark your assignments, and you can also contact any professor for help with class work or any other issue pertaining to the course.

### **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. We also have a green card which is given

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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 community and language related activities. You are expected to come to class every day, be prepared to interact in German in a variety of situations with CSSG students, professors, and other stakeholders, and complete and hand in assigned homework.

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 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**

Community service	0% (concurrent requisite; fixed)
Engagement in service	10% (fixed)
Activity log + Progress report	10% (fixed)
Selected readings	5-10-15% (negotiated)
Language and culture learning journal	5-10% (negotiated)
Teaching unit	5-10-15-20% (negotiated)
Literary curriculum development project	5-10-15-20% (negotiated; can be combined with teaching unit)
Community engaged project	10-15-20% (negotiated)
Critically self-reflective report	15% (fixed)

\*\*\* The percentage weighting of the evaluation of all components of the course, except for the activity log and the final report, will be determined in consultation between the CSSG director and the students and finalized on May 7, 2018. 35% of the course evaluation is fixed; the breakdown of 65% is negotiable.

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**\*\*\*The community service component is a concurrent requisite for the course and does not contribute directly to the academic evaluation. It will be evaluated rather through an assessment of engagement as well as accompanying logs, discussions of readings, documented tasks, projects, and reports.**

### Assignment dates

- Community service tasks (throughout the program; 50 hours in total)
- Activity log (daily; usually handed in weekly or bi-weekly; progress report due at the end of week three)
- Select readings (likely completed in first two weeks; can vary)
- Language and culture learning journal (weekly)
- Teaching unit (to be scheduled with the mentoring instructor; planning likely in the week of May 28; teaching likely in the week of June 4)
- Literary curriculum project (to be scheduled with the mentoring instructor; if to be delivered, planning likely in the week of May 28; teaching likely in the week of June 4)
- Community-engaged project (due June 11, or before)
- Critical CSL report (preferably end of day June 14)

### Assignments and Evaluation Criteria

Assignments will/may include: 1) community service tasks, 2) activity log and progress report, 3) select readings, 4) a language and culture learning journal, 5) a teaching unit, 6) a literary curriculum project, 7) a community-engaged project, and 8) a final critically -self-reflective report.

- 1) **Community service tasks:** Students provide 50 hours of supervised classroom support for various classroom tasks and activities, program events (e.g., preparing a PowerPoint presentation for the *Begrüßungsabend*, film screenings, organizing performances for the *Abschiedsfeier*, etc.) and excursions (accompanying other students to museums, etc.), and one-on-one peer consultation on language grammar forms and German literacy development. This community service is a requisite of the course that is completed concurrently and counts 0% (zero %) toward the final grade. However, a score of up to 10% will be assessed for **Engagement in service**. “Engagement” is considered being an active participant in classes, being prepared for activities, taking initiative on excursions, generally showing willingness to communicate with others (listening, asking questions, etc.), being curious and creative with projects, being flexible and willing to adapt, etc., and especially applying one’s learning.

The pre-course writing assignment concerning suggestions about the places which to take the other students in Kassel, Bremen or Berlin is considered a CSL preparation. In this exercise, the students are required to write approximately 200 words on each place and use the internet, correspondence with the host family, travel guides, etc., as resources. They are not simply copy and paste sentences from these resources but use their own

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words. The purpose of the pre-course assignment is not only to familiarize oneself with these cities but also to allow instructors to assess the students' writing skills and ability to use complex sentence structures with subordinate and relative clauses, different tenses (where necessary), appropriate vocabulary, etc. Students will discuss their text with an instructor who will provide feedback on how to improve writing skills, grammar, etc., for the tasks ahead. Students will hand in a revised version on May 15.

- 2) Students will keep a detailed, individual **activity log** that records the dates, times, and duration of activities, name(s) of the cooperating instructor(s) or other community members, brief descriptions of the activities and the student's role, and a general tally of the fellow students involved in the respective activities. The log must be updated every day and usually submitted weekly or biweekly to the program director. At the end of the third week, the activity log will include a **progress report**. The progress report includes an account of the progress made thus far in conducting all compulsory and selected components of the course and an acknowledgement of ongoing commitments and next steps, as well as descriptions of any adaptations (to the course or one's own goals) and outcomes thus far for the community. The activity log and progress report are worth a fixed 10% of the final grade.
- 3) **Selected texts:** Students will be required to read selected articles on community service learning prior to, and possibly following, the first day of class in Kassel on May 7. The articles are in English and the follow-up questions and discussion will be in German and, possibly, English. The discussion will take place in the week of May 7. Students may expand this component of the course with further readings for a more formal inquiry. The value of this component of the course is negotiable from 5-15%.
- 4) **Language and culture learning journal:** 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 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 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 once a week 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. The value of this component of the course is negotiable from 5-10%.

- 5) **Teaching unit:** Together with at least one of the CSSG instructors, students will co-plan and co-implement a teaching unit in one of the CSSG courses. Planning will include identifying the learning (i.e., linguistic, communicative, cultural, intercultural, affective, and/or symbolic) outcomes and pedagogical approaches, designing task sequence and work/study format (i.e., individual, pair, or group work), identifying, gathering, and/or developing materials, allocating time, previewing necessary classroom language, establishing assessment criteria and format, etc. Implementation will include following the lesson as planned in real time, allowing for interruptions and deviations as they arise. A final report (1-2 pages) with all supporting documents will be handed in to the co-operating instructors and the course instructor following the teaching experience. Students may expand this component of the course with further readings for a more formal inquiry. The value of this component of the course is negotiable from 5-20%.
- 6) **Literary curriculum development project:** Students must read and participate in the classroom discussions of the assigned novel in GRMN 4846. In addition, they may choose to participate in the culture and literature instruction of GRMN 4846 by giving a short presentation based on the novel or planning and implementing another classroom or out-of-class pedagogical task directly related to it. If students choose to expand this course component in this way, they may combine its evaluation with the teaching unit described above. The value of this component of the course is negotiable from 5-20%.
- 7) **Community-engaged project:** The students are required to complete a discovery-based, community-engaged project. In 2018, the project suggestion concerns the development of the CSSG curriculum offerings. Specifically, the topic is the *Märchenstraße*. Guided by the program director (and possibly other members of the CSSG team), students are to research and plan a proposal to introduce new immersion course based on the above topic. The *Märchenstraße* topic course will consider literary/cultural, museological, and commercial aspects of learning. It will consider the potential student population, language of instruction, learning goals and outcomes, and basic logistics. The project will require research, background reading, site visits, and interviews. The final proposal will be written primarily in German, though may require some descriptions in English. The value of this component of the course is negotiable from 5-20%.
- 8) **Final CSL report:** At the end of the program, students will compose a critically self-reflective report in German, describing and analyzing their CSL experience. The final

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report ought to encompass all aspects of the student's involvement (i.e., the community service, the teaching unit, the community-engaged project, etc.). In the final report, the student's analysis must emphasize not the various tasks and their content but outcomes related to the imagined community and one's imagined self (i.e., expectations and reassessments, adaptations, advantages and benefits, limitations, improvements, alternative actions, etc.); the report focuses on self-reflection by description and analysis of one's own role and development of learning through immersion experience. The final report should be 4-5 pages long (typed, double-spaced) and is worth a fixed 15% of the final grade.

### 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.