

GER 132: Elementary German II

Name:

Email:

Phone:

Office:

Office Hours:

Department:

Class meeting time and place:

Course Description: A continuation of GER 131: study of German language and culture of the German-speaking countries with speaking, listening, reading, and writing practice.

Required Textbook: *Deutsch Zusammen*, available online at

<http://leonardo.sfasu.edu/GermanResources>

Classroom Materials packet available at Barnes & Noble and local textbook stores.

Core Objectives:

This course meets the requirements for the Communication component area in the Undergraduate Core Curriculum. By the end of the semester, students should demonstrate improvement in the following core objectives:

Critical Thinking Skills - Classroom activities and assignments will require students to relate different facts about the target culture to one another, and to draw comparisons between the target culture and their own culture. Students will also learn to question common assumptions and stereotypes about the target culture.

Communication Skills – Students will develop effective communication skills in the target language by interacting with the instructor and with each other using the German language. Students will also develop the ability to understand the spoken language. Students will develop literacy skills in German by reading authentic texts in the German language and to write original compositions.

Teamwork - Students will interact with one another throughout the semester using the target language and will learn the importance of collaborating, actively listening, and trying to enter their interlocutor's frame of reference in order to effectively understand what he or she is saying. Assignments will also require students to interact in small groups or as a class in order to bring different perspectives to bear on the cultural differences, which they learn about in the course.

Personal Responsibility - Students will consider how behavioral norms differ in other cultures. Assignments will help students be aware of how their behavior might be viewed differently in a different social context and also how to judge the behavior of others.

Student Learning Outcomes:

- 1) **Spoken interaction:** By the end of the semester, students should be able to ask and answer questions about familiar topics such as hobbies, sports and fitness, indoor and outdoor activities, food, holidays, family relationships, German media and political system, and multiculturalism in Germany. (Interactive Communication, Teamwork)
- 2) **Reading:** By the end of the semester, students should be able to answer questions about short descriptive texts and to use context clues to create meaning. (Interpretive Communication)
- 3) **Writing:** By the end of the semester, students should be able to write short expository compositions about fitness and free-time activities, academics, holiday traditions, biography, and cultural diversity. (Written Communication)
- 4) **Culture:** By the end of the semester, students should know the various countries and regions where German is spoken, as well as differences between German and U.S. culture with respect to familial relationships and friendships, holiday customs, free-time activities, basic structure of political systems, and cultural diversity. (Critical Thinking, Teamwork, Visual Communication, Personal Responsibility)

Course Requirements:

Students in this course will complete a variety of examinations and out-of-class assignments in order to demonstrate their communication skills in German and their understanding of German culture. In order to demonstrate communication skills, all students will be required to write at least one composition and to complete at least one multimedia project with a partner in German. Students demonstrate their understanding of spoken German in daily classroom activities as well as on mid-term and final exams. The multimedia project will also demonstrate students' teamwork skills. Additionally, students will complete at least one out-of-class assignment that demonstrates their understanding of German culture, their critical thinking skills, and their understanding of personal responsibility in the context of another culture.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Final Grade Calculation: *

Grade Type	Percentage		Total Grade Average	Letter Grade
LRC assignments (WebSAM & Internet)	5%		90 – 100	A
Homework and Compositions	5%		80 – 89	B
Quizzes	10%		70 – 79	C
Exams	80%		60 – 69	D
			0 - 59	F

* Note: Individual faculty determine the types, number, content, and specific weight of course assignments used in specific sections of the course. Above is an example of how a faculty member might allocate course grades.

Course Calendar:

Themes	Language Functions	Time
<p>-Hobbies and Freetime</p> <ul style="list-style-type: none"> • hobbies • indoor and outdoor activities • sports and fitness <p>Culture:</p> <ul style="list-style-type: none"> • German political system • German mass media <p>Core Objectives: This unit will include instruction in Critical Thinking, Communication, Teamwork, and Personal Responsibility.</p>	<ol style="list-style-type: none"> 1. talking in some detail about hobbies, sports, indoor and outdoor activities in the present tense 2. using coordinating conjunctions to create compound sentences to express additive, contrastive, and causative relationships between utterances 3. using subordinating conjunctions to create complex sentences to express additive, contrastive, sequential, temporal, causative, and spatial relationships between utterances 	<p>4-5 weeks</p>
<p>-Academics -Biography</p> <p>Culture:</p> <ul style="list-style-type: none"> • Appropriate forms of address • Familial relationships and friendships <p>Core Objectives: This unit will include instruction in Critical Thinking, Communication, Teamwork, and Personal Responsibility.</p>	<ol style="list-style-type: none"> 1. discuss activities using <i>schon</i> and <i>erst</i> for implied past and continuous present 2. expressing attitude toward past actions using modal verbs in <i>Präteritum</i> 3. talk about past activities using verbs in <i>Perfekt</i> 4. speak with a close friend or family member using informal <i>du</i>-form of verbs in present and past tenses 	<p>4-5 weeks</p>
<p>-Holidays -Multiculturalism</p> <p>Culture:</p> <ul style="list-style-type: none"> • Cultural diversity in modern Germany • German holiday traditions <p>Core Objectives: This unit will include instruction in Critical Thinking, Communication, Teamwork, and Personal Responsibility.</p>	<ol style="list-style-type: none"> 1. speak with close friends and family using informal <i>ihr</i>-form of verbs in present and past tenses 2. use the dative case to appropriately mark the indirect object 3. talk in present and past about activities using dative reflexive 4. talk in present and past about holiday activities, intercultural and multicultural issues 5. use infinitive phrases and idioms utilizing infinitive phrases 	<p>4-5 weeks</p>

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Attendance Policy:

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Regardless of attendance, the student is responsible for course content and assignments.

*Note: Individual faculty members determine the attendance policy for their sections of this course. The above section is for illustration purposes only.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services

Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.