

Intermediate German I (Fall 2017)

Course Objectives:

Embedded in the context of German regions, their history and culture, this course will focus on the development of communicative skills (both oral and literate), on the expansion of vocabulary and on an in-depth review and expansion of the major grammatical structures of German. You are expected to attend class every day, to participate actively in class discussion and to turn in all homework assignments. You are encouraged to come to the instructor's office hours for additional help. We will use a variety of textual, video, and audio materials to facilitate language learning, but **the success of the class will also depend on your initiatives and efforts.**

Upon successful completion of this course, you will be able to do the following:

		German 3
<u>Comprehension</u>	<u>Listening:</u>	I can understand the main points of clear standard speech on familiar matters regularly encountered in school and leisure. I can understand the main points of radio or TV programs on topics of personal or professional interest when the delivery is relatively slow and clear.
	<u>Reading:</u>	I can read, with some difficulties, articles concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can read and understand, with some difficulties, longer dramatic works.
<u>Production</u>	<u>Speaking:</u>	I can deal with most routine situations and I can have conversations on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). I can connect phrases and sentences in a simple way in order to describe experiences and events, dreams, hopes and ambitions. I can briefly give reasons and simple explanations for opinions and plans. I can narrate a simple story or relate the basic plot of a book or film and describe my reactions.

	Writing:	I can write simple connected texts on topics that are familiar or of personal interest. I can describe experiences and impressions, narrate stories in the past tense, and state and support basic arguments.
<u>Sociocultural/ - linguistic Awareness</u>		I have gained insights into many cultural aspects of the post-war German-speaking societies. I understand how language is used to reflect or comment on these aspects from different perspectives and in various genres.
<u>Reflectivity</u>		I can critically reflect on my language learning experience, evaluate my own progress, and articulate future goals and ways on how to accomplish them. I can document my experiences in a meaningful and comprehensive way.

Homework:

Each two weeks we will cover one chapter of *Stationen*. You are expected to work with the corresponding exercises for vocabulary, structures and writing on the ILearn site as we progress in class. Work on the activities in ILearn **each day**. This serves as an important complement to review, foster, and expand your daily learning experiences in the classroom. Exposing yourself to German in frequent and short study sessions is a very important and effective language learning strategy; due to the cumulative nature of the material, “cramming” won’t work as a long-term study habit. The assignments will be graded as satisfactory only if completed **on time, complete, and appropriately corrected (90%)**.

You should read the grammar explanations in the **textbook** before the topic is covered in class.

Readings: Your instructor will specifically assign readings listed on the schedule below as homework. It is expected that you have read the texts thoroughly and are prepared to discuss them in your next class meeting. Additional assignments referring to the texts will be assigned by your instructor; unless otherwise specified, these are due at the beginning of the next class.

Vocabulary: Vocabulary is of paramount importance in the acquisition and mastery of a language. Keep a vocabulary booklet or folder in which you record important new words that come up in the book or while working with other texts, doing your grammar exercises, or in class.

In addition, you will submit a vocabulary list of 10 words deemed most important for your own learning for each week of class. Each word will either be defined in German or accompanied by an example that clearly indicates the meaning of the word.

Assignments:

Portfolio: You will develop and/or maintain a portfolio to accompany you for the rest of your studies in the German Department. This portfolio serves as a central point for your reflections about language learning in the German program and will document your experiences and progress in German. It contains your self-reflections and self-assessments, representative coursework (selected journal entries, essays, papers, projects, etc.), and an informal list (*Begegnungsliste*) of your encounters with the German language (e.g. books you have read, music you have heard, movies you have seen, etc.). The portfolio will be handed in at the beginning and end of each semester and makes up 10% of your final grade. While self-reflections and essays still have to be printed out for easier grading, you may choose to maintain and present your portfolio in an electronic format. Simply create a folder consisting of your experience list and an individual sub-folder for each language course containing your self-reflections and papers and projects.

Self-Reflections: At the beginning of this course you will write a letter to the German language which addresses your prior language learning experiences (in German and any other language), what you expect to accomplish in the course of the semester, and how you will go about it. At the end of the semester, you will write a letter from the German language to yourself in which you evaluate what you can do (use the attached self-assessment grid as a reference), look back at what has helped you to get where you are now, and state future plans and needs. Each self-reflection is typed, about one page long and will be graded only based on a satisfactory completion of the task.

Begegnungsliste: Start and/or maintain, and regularly update an informal list of your encounters and experiences with the German language. The list should have two columns, one for the actual title or name of your encounter with the German language, the other one for brief descriptive comments about the encounters.

Essays: You will be assigned three essays, a description, a narration, and an argument. For each essay, you will turn in two drafts and work on in-class writing exercises contributing to the linguistic and stylistic aspects of writing an essay. These essays will become part of your portfolio. As we will often have activities in class to help with the development of your essay, it is important that you bring drafts of the essay you are working on when announced. Each draft of your essay will be graded on content, style and grammar.

Assessments:

There will be 3 *Klausuren* and one final exam. These tests will include all the material covered following the previous *Klausur* (vocabulary, grammar, texts). Your oral proficiency will be tested once and your instructor may assign several mini-presentations. The final exam will be at the regularly scheduled time at the end of the semester, as determined by the university, Thursday, **12/14/2017, 11:30 am – 2:30 pm**. Only those students with a documented exam time conflict will be able to sign up for an alternate exam on Wednesday, 12/13/15, at 1 p.m. in 282 Dwinelle.

Policies:

Attendance: Attendance is mandatory and of the utmost importance in making your language learning experience a successful one. Your final grade will be lowered by 1% for each unexcused absence in excess of five. There are no make-up quizzes or tests given. Exceptions are made only for **documented** illness. Should you need to be absent, make sure to find out about any assignments you might have missed (you should have phone numbers or e-mail addresses from at least two other students in your class). In case of illness you are responsible to inform your instructor in a timely manner. Please come to class on time. Tardiness is disruptive and disrespectful to your instructor and your

fellow students, and will be counted as an unexcused absence if it occurs repeatedly.

Grading:

35% Portfolio

- 30% 3 *Aufsätze* (essays), two drafts each

- 5% 2 self-reflections, *Begegnungsliste*, updating and general housekeeping

10% Participation and preparation for class, including workbook, vocab lists and readings

30% 3 tests (*Klausuren*)

15% Final exam

10% Oral exam and *Referate*

You need a passing grade in each category in order to receive a passing grade for the course. It is not possible to take an incomplete in this course. All grades are cumulative and based on a maximum of 100% per grade and per category, reflecting the following scale: 100%-99%=A+; 98-95=A; 94-90=A-; 89-87=B+; 86-83=B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; 59 and below = F.

Additional Tips:

As you enter the second year of foreign language study, you may not seem to progress as quickly as you did in the first year. You might even have the feeling that you are unlearning what you learned last year! **This is absolutely normal.** This term, you are learning to express more abstract thoughts, to interact the way Germans do, to interpret more complex texts. Your mind is doing a lot of work behind-the-scenes, placing what you learned last year in a larger context, linking it up to other pieces of the puzzle.

Meanwhile, you will probably continue to make many of the mistakes you made in the first year. That, too, is normal. You cannot attend to everything simultaneously. Be patient with yourself, correct yourself and ask your instructor for explanations if you have forgotten (or never learned) the rule. Things *will* fall into place for you, but probably differently than you expected.

Review corrected assignments and quizzes carefully, so that when you do make mistakes, you'll learn from them. Some of the texts you will read this semester can be understood on many different levels. DO NOT look up every word. Use context and critically guided assumptions to help you understand the text. Read and re-read the text. Frame your reading in terms of what you know and what you do not know. Give yourself a time limit for each paragraph and try to create a picture in your mind of what you have understood.

Although you might, understandably, want to "play it safe" while taking exams, use your essays and homework to experiment with the language. Test your acquisition of new words and idioms, as well as new grammatical structures by stretching beyond simple sentences and elementary ideas. You are also encouraged to make margin notes and write questions on your assignments if you are not certain of your choices.

Lastly, try to supplement your coursework by reading, listening to and speaking German as much as possible outside of class. Attend the weekly *Stammtisch* meetings. Attend German film screenings (watch for announcements of the department's series!) or rent movies. Read German language magazines and newspapers. The Internet can be a marvelous resource for informative material on web pages, chat rooms and interactive sites. You can keep up on extra-curricular activities offered by the German Department and find links to a wide variety of German-related web sites on the department's new web site: <http://german.berkeley.edu> All of these activities can help you improve your skills as well as your confidence.

Non-Discrimination Statement:

The University of California, in accordance with applicable federal and state law and University policy, prohibits discrimination, including

harassment, on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam-era veteran or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). This nondiscrimination policy covers admission, access, and treatment in University programs and activities. If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with your instructor, or if you need special arrangements in case the building must be evacuated, please inform your instructor immediately and see him/her privately after class or at the office.

Code of Student Conduct:

All students should be familiar with the Code of Student Conduct and know that the general rules stated in that document apply to this class (copies may be picked up at 326 Sproul Hall or accessed through the web at <http://students.berkeley.edu/osl/rights.shtml>). In addition, the following specific requirements will be enforced during exams: no books, notes, pagers, cellular phones, computers or personal data devices will be allowed in the classroom; no one will be allowed to leave the room without permission. For the purpose of homework assignments, it is important that you are allowed to collaborate with other students in this course, but you must all turn in your original work done specifically for this course. If you are found to have violated any of these restrictions you may receive a failing grade on the assignment or in the course and your actions will be reported to Student Judicial Affairs for administrative review.

Semesterübersicht:

Kapitel	Themen und Texte	Strukturen
1. Woche: Aug 23 - 25		

Station 1 Berlin	<ul style="list-style-type: none"> - Begrüßung / Sich kennenlernen - Warum Deutsch? Karikaturen - Gedicht: Zeitsätze - Station Berlin: Information - Marlene Dietrich 	<ul style="list-style-type: none"> - Wortarten im Deutschen - Deklination der Nomen
2. Woche: Aug 28 - Sep 1		
Station 1 Berlin	<ul style="list-style-type: none"> - Einblicke: <i>Party um zwölf Uhr mittags</i> - Videoblog - Die Geschichte der Currywurst - <i>Herr Lehmann, Regener</i> - <i>Neue Restaurants in Berlin</i> 	<ul style="list-style-type: none"> - Das Verb: Konjugation, Tempus, Modus, Aktiv und Passiv
3. Woche: Sep 4 - 8		
Station 2 München	<ul style="list-style-type: none"> - Station München: Information - Christian Morgenstern - Einblicke: Ein Münchner Flaschensammler packt aus 	<ul style="list-style-type: none"> - Das Perfekt
4. Woche: Sep 11 - 15		
Station 2 München	<ul style="list-style-type: none"> - Videoblog - Obatzter - <i>Die Fremden, Valentin</i> 	<ul style="list-style-type: none"> - Der Imperativ
5. Woche: Sep 18 - 22		
Station 3	<ul style="list-style-type: none"> - Station Heidelberg: Information 	<ul style="list-style-type: none"> - Das Imperfekt

Heidelberg	- Hannah Arendt - Schreibworkshop I: Erzählen in der Vergangenheit	
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6. Woche: Sep 25 - 29

Station 3 Heidelberg	Einblicke: <i>Arbeit muss keinen Spaß machen</i> , Holm-Hadulla - <i>Freunde</i> , Hesse - Videoblog - Schreibworkshop II: Aufsatzerweiterung	- Als, wenn und wann - Das Plusquamperfekt
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7. Woche: Oct 2 - 6

Station 4 Hamburg	- Station Hamburg: Information - <i>Sabine Christiansen</i> Einblicke: Jung, dynamisch, du?	- Konjunktiv II
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8. Woche: Oct 9 - 13

Station 4 Hamburg	- Videoblog - Was ich gerne möchte - Rote Grütze - <i>Tschick</i> , <i>Herndorf</i> , Illies - Schreibworkshop III: Beschreiben	- Der Konjunktiv bei Modalverben - Der Konjunktiv der Vergangenheit
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9. Woche: Oct 16 - 20

Station 5	- Station Leipzig: Information	- Der Konjunktiv I
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Leipzig	- Clara Schumann Einblicke: <i>Abriss der Gründerzeit?</i>	
10. Woche: Oct 23 - 27		
Station 5 Leipzig	- Videoblog - <i>Schließt euch an!</i> Schwarz - Schreibworkshop IV: Aufsatzerweiterung	- Die Satzarten im Deutschen
11. Woche: Oct 30 - Nov 3		
Station 6 Frankfurt	- Station Frankfurt: Information - Johann Wolfgang von Goethe - <i>Wandrers Nachtlied</i> - Schreibworkshop V: Das Exposé	- Das Passiv
12. Woche: Nov 6 - 10		
Station 6 Frankfurt	Einblicke: <i>Oben Ohne</i> - Videoblog - <i>Leben in Deutschland, Sommer</i>	- Alternativen zum Passiv
13. Woche: Nov 13 - 17		
<i>Der Besuch der alten Dame</i>	- <i>Der Besuch der alten Dame:</i> Textanalyse, Diskussion, Szenisches Lesen	
14. Woche: Nov 20 - 24		
<i>Der Besuch der alten Dame</i>	- <i>Der Besuch der alten Dame:</i> Textanalyse, Diskussion, Szenisches	

<i>Dame</i>	Lesen - Schreibworkshop VI:Aufsatzweiterung - Referate	
15. Woche: Nov 27 - Dec 1		
<i>Der Besuch der alten Dame</i>	- <i>Der Besuch der alten Dame:</i> Textanalyse, Diskussion, Szenisches Lesen - Zusammenfassung	

PORTFOLIO

In diesem Kurs werden Sie ein Portfolio anlegen bzw. weiterführen. Hier werden Ihre Selbstreflexionen, Ihre Aufsätze, ausgewählte Projekte, und eine Abenteuerliste Ihrer Begegnungen mit der deutschen Sprache gesammelt. Ihr Portfolio soll Ihnen als Wegbegleiter durch das Studium der deutschen Sprache dienen und Ihnen helfen, die Weiterentwicklung Ihrer Sprachfertigkeiten im zu dokumentieren.

1. Selbstbeurteilung – 1. Reflexion

1 Seite, getippt, fällig am ersten Freitag des Semesters.

Ein Brief an die deutsche Sprache, in dem Sie Ihre Erfahrungen beim Deutschlernen (und beim Erlernen anderer Sprachen), Ihre Stärken, Schwächen und zukünftigen Ziele erläutern. Als Hilfestellung können Ihnen die Beschreibungen in unserem Selbstbewertungsraster dienen, Sie können aber auch über folgende Fragen nachdenken: Wie haben Sie bisher Deutsch und andere Sprachen gelernt? Was haben Sie in dieser Zeit über sich selbst gelernt? Welche Arten von Texten haben Sie in der Vergangenheit geschrieben (Genre, Länge der Aufgabe u.ä.)? Was für Texte haben Sie bisher gelesen (Genre, Länge u.ä.)? Wie entscheiden Sie sich dafür, was bzw. worüber Sie schreiben oder lesen

oder sprechen? Was für Schwierigkeiten hatten Sie bisher? Was sind Ihre Stärken? Was haben Sie als "Handwerkszeug" gelernt? Was sind Ihre zukünftigen Ziele für das Semester und darüber hinaus? Welche extra-curricularen Erfahrungen haben Sie mit Deutsch gemacht?

2. Aufsätze

Getippt, doppelter Zeilenabstand, Namen und Wortzahl auf der ersten Seite rechts oben.

Genauere Informationen zu Terminen, Themen und Länge, sowie detaillierte Arbeitsanweisungen zu den einzelnen Aufsätzen werden Sie im Laufe des Semesters erhalten.

Mit der zweiten, korrigierten Version der ersten drei Aufsätzen reichen Sie bitte auch die erste Version wieder ein.

3. Selbstbeurteilung – 2. Reflexion

Fällig zusammen mit dem ganzen Portfolio am letzten Unterrichtstag des Semesters.

Ein Brief von der deutschen Sprache an Sie selbst: eine reflektierende Schilderung über Ihre Lernfortschritte während des Semesters. Haben Sie die von Ihnen selbst gesteckten Ziele erreicht? Treffen die Beschreibungen im Selbstbewertungsraster auf Ihre Sprachfertigkeiten zu? Was sagt das Portfolio aus über Ihre Art, Sprache zu lernen, über Ihre Erfolge, über Ihre Misserfolge, über Ihren Lernprozess? Welche deutschsprachigen Ziele und Pläne haben Sie für die Zukunft?

4. Begegnungsliste

In dieser Liste tragen Sie alle Begegnungen mit der deutschen Sprache ein. Das können Bücher sein, die Sie gelesen haben, Filme, die Sie gesehen haben, Musik, die Sie gehört haben, Menschen, denen Sie begegnet sind, Reisen, die Sie gemacht haben, etc. Die Liste soll zwei Spalten haben, eine für Titel und Namen, die andere für einen kurzen, aussagekräftigen Kommentar von Ihnen.

Bewertung des Portfolios:

Insgesamt zählt Ihr Portfolio 40% der Gesamtnote für den Kurs. 30% sind dabei für die Aufsätze gedacht. Für jede Version Ihrer Aufsätze bekommen Sie eine Note (Notenskala 0-100%), die sich aus folgenden drei Kategorien zusammensetzt:

- Grammatik (33%)
- Aufbau und Kohärenz (33%)
- Allgemeiner Eindruck, Stil (33%)

10% Ihrer Gesamtnote bekommen Sie für Selbstreflexionen und die Pflege und Vollständigkeit Ihres Portfolios. Die Selbstausswertungen werden nur dahingehend benotet, ob Sie die Aufgabe zufriedenstellend erfüllt haben