Course Syllabus, Fall 2013
GER 2201 Intermediate German I, 3 SH
MWF 11:30-12:20, Retan 105

Instructor: Dr. Bradley Holtman, G05B Belknap Hall, tel. 570-662-4596, e-mail bholtman@mansfield.edu. Tutors may be available as well at the Learning Center in South Hall (or TutorTrac: tutortrac.mnsfld.edu/TracWeb40/Default.html).

Office Hours: Mon & Wed 2:30-4:00, Th 1:45-3:45 or by appointment. I am usually available at other times than the office hours listed, but you need to set up the meeting with me in advance.

Check your MU e-mail account frequently. Along with other professors, I can get information to you outside of class in this way. If you miss something because you didn’t look at your MU account for 3 days ... sorry!

In case of questionable weather, be sure to check your MU e-mail and/or call my phone to find a possible cancellation message. If there is no message by 7:30 a.m., you can assume we have class. I will also post course cancellations on the MU website for that purpose.

Catalog description of course: A review and expansion of topics involving both cultural competence and the structure of the German language with additional emphasis on listening comprehension, speaking, reading, and writing. Particular attention is given to vocabulary development. Online language laboratory and other exercises are required. The course is appropriate for those with 2-3 years of high school German or equivalent. Prerequisite: GER 1102 or equivalent. Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1 or 2. (For Option 1, at least 2 semesters of the same language are required)

Holtman’s Home Page: http://coursework.mansfield.edu/bholtman/index.htm

GER 2201 Resource Page: http://coursework.mansfield.edu/bholtman/2201/index2201.htm

Auf geht’s! Website: http://www.aufgehts.com (Go there for help on tech issues with CD-ROM.)

You will need access to a computer to do your interactive CD assignments. If you do not have a printer or it breaks down, you can “print” your assignments to a PDF file. This can then be taken to a lab with a printer. E-mail it to me only as a last resort; I prefer the hard copy. Instructions on how to use the Interactive Software AND how to print to a PDF file can be found on this short video: http://vimeo.com/72843610

Virtual Language Lab: http://www.mansfield.edu/languagelab The Interactive CD component will eventually be available here to make your study more flexible. There are also various language resources at the language lab site.

Textbooks:

- Forster, Lee, et al. Auf geht’s! Beginning German Language and Culture. Live Oak Multimedia, 2nd ed. (software v. 3.1 for academic year 2012-2013 [ISBN 9781886553323, $149.95], or you may use the newer 2013-14 package with 3.2 software). The package contains the Interactive (IA) CD, which forms an integral part of the course. See aufgehts.com website for installation and troubleshooting.
- Other supplementary texts to be distributed in class or assigned on the Internet.

Overview and Objectives of Course:

Intermediate German is a continuation of first-year or introductory courses, whether you have taken them here at MU or elsewhere. Since people come into this course from a wide variety of backgrounds, a systematic and thorough grammar
review is undertaken, while additional topics are introduced and practiced. The first semester of Intermediate German in particular focuses on solidifying sentence structure and building vocabulary and reading ability, with plenty of attention to speaking, listening, and writing skills. The grammar topics are built into Auf geht’s!, our main textbook, and these are constantly reviewed and spiraled back in so that you eventually will come to master them. The Auf geht’s! interactive software offers plenty of practice, while focusing on culture as the center of the course with language and vocabulary used to acquire the cultural information.

Vocabulary and structure skills are increased by reading and hearing authentic German texts and by means of class discussions. The final chapters of Auf geht’s! are designed to be a bridge from lower-level material into "real" German, that is, language that is intended for consumption by native speakers. The materials includes exposure to German literature and prepare you for reading it more easily later on. You will also gain a lot of exposure to many different native speakers of German from audio materials in each chapter. These will not only help you understand spoken German at a normal rate of speech, but also give you valuable “insider’s” information about the ways German speakers live, German history, the multiple facets of German culture and the contributions of German thinkers to many fields of human endeavor.

The intermediate level is a challenge, since the students' backgrounds vary and since for some it may have been a year or more since their last German course. Intermediate-level language tasks may especially at first seem to be a huge leap, especially in vocabulary but also in structure. Nonetheless, it is a hill one must climb before reaching true usable competence in German. And the good news is—it’s entirely possible! Remember that regular and steady work is necessary for any skill-building process, and a language is a perfect example of this. If you let yourself slide, you will not continue to make good progress and may even find yourself in difficulty. On the other hand, you will be fine if you KEEP UP. If you are prepared for class every day, you will feel more sure of yourself and have positive experiences with the language. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that German becomes more and more enjoyable as their competence—and confidence—continue to increase.

Course Objectives and Outcomes

By the end of 2201 and certainly 2202, students should be able to hold their own in a basic German conversation, understand the majority of what is being said to them, decipher a text meant for native speakers, and compose texts in German so that a native speaker can understand them. This is not to say there will be no errors, and native-like fluency is still a long way off. Still, students completing 2202 can generally be assured of being basically functional in German. You will be in the Intermediate range on the ACTFL proficiency scale; depending on your personal progress, this might be Int Low, Mid or High. See http://actflproficiencyguidelines2012.org for specific info on what these terms mean (access to criteria for listening, writing, and reading are available at the same site). By learning German, you will possess a tool that will serve you in personal and professional communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will understand well that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions.

In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today’s interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not if, but when we will have contact with people from all over the world—and much of this contact is almost certain to occur in your future work environment, if current trends continue. Even within a strictly American worksite, your intercultural skills will allow you to integrate yourself into virtually any new team situation and understand the other folks’ point of view. Still, you are likely to need multicultural abilities in your professional life. German, spoken natively by over 100 million people and as a second language by millions more, is a key language in the business world and is also vital for travel and other human interactions in central and eastern Europe and in many other countries. Good choice!
Specific Student Learning Outcomes for GER 2201

After completing GER 2201, students will function in the Intermediate proficiency range as defined by ACTFL (American Council on the Teaching of Foreign Languages); see site mentioned above. Most students will at least be in the Intermediate Low range, and some may reach Intermediate Mid or even High. So why not aim for Mid!? The following outcomes are consistent with Intermediate Mid:

1. **Listening**: Students will demonstrate comprehension of simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts, preferably of a familiar and predictable nature. They may at times understand quite a bit in the Advanced range as well, but there will be some lapses in comprehension or misinterpretations at times. (1,2,4,5)

2. **Reading**: Students will demonstrate comprehension of short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Students demonstrate growing ability to get meaning from short connected texts featuring description and narration, primarily dealing with familiar topics. (Assessments: 1,2,4,5; see key below)

3. **Writing**: Students will be able to meet a number of practical writing needs with outcomes similar to those for speaking. They will be able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. They will demonstrate basic control of verb forms and present tense, at times reaching into other time frames. Students will exhibit more control of case endings and gender, yet there will still be many errors. (2,3,5)

4. **Speaking**: Students will demonstrate conversational ability in a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Students can respond well to spoken stimuli and also ask questions and use the language creatively and be understood by native speakers. (1,4,5)

5. **Cultural knowledge**: Students will demonstrate increased familiarity with various facets of everyday life in German-speaking countries. Geographical and historical knowledge, as well as information about the German-speaking countries’ role in the European Union, will increase greatly. Students will gain greater facility in examining their own cultural background and beliefs in more objective terms, based on their continuing cross-cultural experiences in the course. (1,2,3,4,5)

*Key to assessments: 1. Final exam  2. Quizzes & tests  3. Composition assignments  4. Class activities (informal and/or peer assessment)  5. Homework assignments

For more on specific learning objectives, outcomes, and assessments, please see the General Education information below (p. 8 ff.). These are the outcomes we explained in our application for Gen Ed status, along with some of the ways in which you will assessed. Language courses are wholistic and frequently address many objectives at the same time, in the same activity. For instance, we can practice numbers by looking at a German phone book, which also affords us plenty of cultural information about German names, conventions for writing phone numbers and how many digits they typically have, and short dialogues that model correct phone answering behavior, wrong numbers, etc., all using the German phone book.

Practice! Language learning is all about performance; you cannot remain passive and have it “applied” to you. It is an active, skill-building process. Therefore, virtually any activity you do in preparation for class and then during class time is an assessment of your progress. You will be asked to demonstrate various language skills through testing situations, group oral work, individual oral presentations, and targeted written tasks that are each designed to help you measure your progress. Regular compositions, for example, (see items marked with * in the schedule on a later page of this document) will help provide you evidence that your writing is developing. There are oral interviews and daily interactions throughout the semester by which you will see that your speaking skills are progressing. Reading, vocabulary, and grammar skills,
along with cultural knowledge, are all demonstrated in assignments, quizzes, and tests, plus daily class interactions with your instructor and your group partners. You will also be asked to reflect on your own performance on a weekly basis. This helps to remind you of what is necessary to learn German in a classroom setting rather than being immersed in it in, say, Germany or Austria.

Course Materials: The Auf geht’s! Lernbuch contains only part of the texts and exercises we will use in the course. Each unit consists of an overall topic divided into four Themen, or topics. You will learn vocabulary and sentence structures appropriate to dealing with the situations in the various Themen. Before working with the Lernbuch assignments, you will first practice new cultural information, vocabulary and grammar by using the Interactive Software (IA). This is designed to be colorful, clear and above all stimulating to use. Yes, you will actually have FUN doing your homework! The IA module is meant to be done primarily on your own, outside of class. It is a crucial component, since you get the necessary individual practice from it to function well in the Lernbuch and class activities based on the IA material. On our course resource website, I will supplement the IA and the Lernbuch with additional word games, exercises, flashcards and reference tools. There is not too much reason to feel as though you don’t get enough practice in this course! We may make use of some of the Desire2Learn tools as well.

Listening practice: You will also gain a lot of exposure to many different native speakers of German from audio materials in each chapter. These will not only help you understand spoken German at a normal rate of speech, but also give you valuable “insider’s” information about the way German speakers live, German history, the varied facets of German culture and the contributions of German thinkers to virtually all fields of human endeavor. Many of the speakers also give their opinions about Americans and American culture at various points along the way. We will constantly discuss similarities and differences among American, German, Swiss and Austrian cultures, as well as a few others! Give the audio clips lots of attention and listen to them many times each. Your ear will get tuned in and starting catching more and more.

Continue your German study: Start planning now to continue in German next semester and beyond. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that German becomes more and more enjoyable as their abilities—and confidence—continue to increase. After the intermediate sequence, a Minor in German is within easy grasp for students who have another few semesters on campus. All you need is three upper-level courses beyond 2202! Since current staffing precludes offering such courses at MU, you will definitely want to consider the possibility of studying in Jena at the Friedrich-Schiller-Universität, on MU’s exchange program. (It is possible to take both German courses and courses in your major, some of which might even be taught in English.) We can also arrange study abroad for you at any ISEP institution in a German-speaking country. See Dr. Holtman for info on the Jena program or Dr. Monique Oyallon (e-mail moyallon@mansfield.edu) for more information about study abroad in general. A minor in German is an excellent addition to your record for future employment opportunities, not to mention for your general cultivation and the coolness factor it gives you.

MU has also entered a colloquium of German programs across the PASSHE system so that you can take courses from Millersville or Bloomsburg, for instance. They are offered via interactive TV, totally online, or a hybrid of these. The colloquium courses are another way to get upper-level courses in German besides study abroad.

You will become a different person! There’s a proverb common in many cultures that says, “You are as many persons as languages you speak.” With your German study, you will have a tool that will serve you in personal communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will come to understand that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today’s interconnected world, we are part of the whole human community.

Why German? Well, because it’s awesome to speak German, OK? But aside from that, there are many reasons. German is spoken natively by over 100 million people and as a second language by millions more. It is the most widely spoken language on the European continent. It is a key language in the business world and is also vital for travel and other human interactions in central and eastern Europe and in many other countries. Germany is the #1 export nation worldwide and has innumerable business ties with U.S. firms. It is currently the leading economic power in Europe and a founding and
stable member of the European Union. German is also a fantastic research language for anyone hoping to complete graduate study someday. One of every ten books published in the world is in German, including a huge body of scholarly journals and books from a culture that produced some of the finest minds in the sciences, philosophy, music, literature and other humanities—you name it. Combined with your ability in English, German will thus open many, many doors. And German speakers are some of the greatest travelers in the world, so you are very likely to meet one someday—even if for some bizarre reason you never go to a German-speaking country! But that is a very large “if” in today's world of easy access to travel and study possibilities (including programs through MU). Live your dreams! If you want to do it, you can—and will!

Hints for effective study

Skill-building: Any language, including your native tongue, is a learned skill—like typing, playing an instrument, painting or shooting freethrows. How well you actually PERFORM is what counts, in addition to understanding theoretically how it's done. Lots of actual practice is needed to accomplish this, just as with the piano, hitting a baseball, and other skills. Both classroom and practice outside class are thus crucial. Plan to spend at least one hour per day doing memorizing and practice work. This may sound like a lot, but you can break it up into small chunks throughout the day. In fact, that is even preferable to one marathon study session. The material you prepare, memorize and practice BEFORE class will be used in practical applications IN class. Class time is for your questions and extra explanation of material as well as development of oral and listening skills & cultural knowledge. Build daily study time into your schedule. A fun way to practice your German is to have a study group that meets at regular times. Be sure to use the Auf geht's! web site as well as mine for additional practice.

Make a good effort. Hand in assignments on time and well done. It is not only insulting to me to be handed a sloppy, partially finished and otherwise poorly done paper, but—more importantly—you gain nothing from it. Trust me on this, you are not doing assignments to please me! You are doing them in order to learn German language and culture skills. Use your book, your CD-ROM and other resources to find answers to questions you might have. Don't give up and write any old thing down just to get the assignment done; you have learned nothing that way. In this and all of your classes, you must confront and grapple with the material until you have mastered it. Even if this seems unlikely at first, keep at it. Millions have managed to do it before you, and you will succeed also—if you give it and yourself a fair try. If all else fails, be sure to come and see me during office hours (or make an appointment to come at a different time), or drop me a quick e-mail message. I will respond as quickly as possible.

Listen to German! Be sure to work 3-4 times at least with each listening or speaking exercise in your IA (interactive CD), even if you got it the first time through. Repetition is good for you! You don’t want to have to think about it, so the more you hear or say it, the more automatic the process becomes. You want to practice so much that you can do it without thinking. This is how you get yourself to be a more fluent speaker and to understand people better when they talk to you. You must build time into your schedule for this and other regular listening practice.

Work on your listening comprehension in other ways as well. For instance, you can visit the Deutsche Welle (www.dw-world.de/german) site regularly and follow the news auf Deutsch. There are tons of cool features offered there for learners of German. One is “langsam gesprochene Nachrichten” which also come with a transcript. You can really train your ears and learn new vocabulary about current topics in the news. Check out their other offerings under “Deutschkurse.” There are full-length courses there at various levels, including lots of audio exercises. Some supplementary computer exercises are available to you on my web site as well. Approach your online as an exciting opportunity to listen to authentic German and thereby develop your listening and vocabulary skills.

Work very hard on vocabulary. This is the biggest hurdle to overcome at this stage of your learning in German. The more you ‘overlearn’ vocab, the better. You want to get to the point where you recognize words instantly when seen or heard. You might wish to try recognizing German words first in terms of English. Once they are well learned, then force yourself to provide the German equivalents. Practice enough so that the German word simply pops into your head the instant you see the English word. After awhile, you can (and should) STOP thinking of the English equivalent. You will simply know what the German words means. This is vital if you wish to speak and understand German—no time to “translate” everything via English! You will learn to think directly in German by regular and careful vocab practice. The all-German setup of our class sessions should encourage you to limit recourse to English. However, I will provide online flashcards and
a number of other vocabulary exercises each chapter to help you learn new words and review those you already know. Also: the LEO online German dictionary (dict.leo.org) is excellent for quick lookups if your computer is handy. The link is also on my website.

Speak! Many people complain that after years of language study in high school that they still can’t speak. This can only partially or not at all be blamed on the teacher! If you don’t actively practice speaking and understanding spoken German, you will not be able to do it to any effective degree. After all, can you play a Beethoven sonata on the piano just by knowing where all the notes are on the keyboard? That’s of course necessary, but it’s only the first step toward actual performance of the music. Speaking a language is very similar—it requires lots of practice, practice, practice. Fortunately, your CD-ROM for the course gives you mucho guidance and opportunities for active practice. Use it every day, and be sure to review periodically. It is also good to say each written exercise you do several times orally. You will quickly begin to associate the spoken language with the written word this way and at the same time train your ears for listening comprehension. You know what they say: Use it or lose it. Skills must be maintained, or they get rusty. And find every German speaker you can and make it a point to use the language with someone who can help you practice—in the most natural way of all.

Use me as another resource. I’m here to help you! Make an honest effort to find answers yourself first, of course. The ability to find information, read reference works and directions, and generally put two and two together will serve you well in your career and life. But if you are stuck, come to see me or send an e-mail. You are welcome in my office, even just to chat. Also ask more advanced students or native speakers to assist you.

Keep up. Don’t let yourself get behind, or it’s murder to catch up again. On the other hand, if you stick to a regular study pattern, you will learn German and tons besides! And the discipline you need to do that will carry over into many aspects of your studies and life.

Use web resources. Aside from the Auf geht’s! site and my course page, check out the Foreign Language web page: http://www.mansfield.edu/~forlangu for helpful information about MU’s FL programs, plus a great place to start from if you want to do some Internet exploration! My home page also lists some super general resources.

Use resources wisely and with integrity. There are scads of excellent resources online, such as the LEO German-English dictionary (dict.leo.org). WARNING!!! You may be tempted to use one of the various translating engines out there as well, such as Google Translate or Babblefish. While this is OK for a phrase here and there, online translators are NOT ACCEPTABLE to write your compositions in English, for instance, and then ‘translate’ them via the online website. This constitutes academic dishonesty; you are not handing in your own work, and therefore you are misrepresenting yourself in a dishonest manner. (Furthermore, the results are often ludicrously bad.) Assignments completed in this manner are subject to disciplinary actions specified by MU’s academic integrity policy. (See the top links at http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/.) Besides, the whole point of learning German (or any other subject, for that matter) is so that you can actually USE it, so you should want to be producing your own work anyway. If someone else (or a computer somewhere) does it for you, chances are you won’t remember much of it for your own skill building. It will be clear to me whether you have produced something at your current ability level or whether you’re suddenly using vocabulary and grammar structures way beyond your experience. Just do your own work after making an honest effort, using what you know at that point. Sure, you will make mistakes along the way, but that’s how you learn best.

German really is fun—with a big payoff! You will have much better intercultural skills, including better ability to view your own culture more objectively. Along with this new status as a global citizen, you will have opportunities to communicate, expand your horizons, gain a real competitive edge on the job market, sharpen your thinking skills, and prepare yourself for graduate work or travel. How’s that for a bargain?!
Timetable (subject to modification during semester):
(Short vocab and culture quizzes will be announced in class. Exact dates will depend on when we finish material.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments to prepare for class</th>
<th>Material to be practiced in class</th>
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<tbody>
<tr>
<td>Aug 26 w1</td>
<td>(Buy <em>Auf geht’s!</em> package)</td>
<td>Intro to course; review; Bastian Sick article on learning German</td>
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<tr>
<td>Aug 28</td>
<td>IA 9.1 #1-2; LB ABCD</td>
<td>LB pp. 154-155</td>
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<tr>
<td>Aug 30</td>
<td>IA 9.1 #3-4-5 p/o; LB EF(G) H*</td>
<td>LB pp. 156-157</td>
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<tr>
<td>Sep 2 w2</td>
<td>LABOR DAY -- NO CLASSES</td>
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<tr>
<td>Sep 4</td>
<td>IA 9.2 #1-2-3; LB ABCF(DEG)</td>
<td>Wortschatz und Grammatik</td>
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<tr>
<td>Sep 6</td>
<td>IA 9.2 #4-5 p/o; LB (H)IJ</td>
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<tr>
<td>Sep 9 w3</td>
<td>Gr 1-2-3 &amp; p/o K*</td>
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<tr>
<td>Sep 11</td>
<td>IA 9.3 #1-2; LB A(B)CD</td>
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<tr>
<td>Sep 13</td>
<td>IA 9.3 #3-4, p/o; LB E(F) H*</td>
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<tr>
<td>Sep 16 w4</td>
<td>IA 9.4 #1-2; LB AB(C)</td>
<td></td>
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<tr>
<td>Sep 18</td>
<td>IA 9.4 #3-4 p/o; LB D(E) G* (by test date)</td>
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<tr>
<td>Sep 20</td>
<td>Review for test; bring LB to class</td>
<td>TEST, Lektion 9</td>
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<tr>
<td>Sep 23 w5</td>
<td>IA 10.1 #1-2; LB AB(C)D</td>
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<tr>
<td>Sep 25</td>
<td>IA 10.1 #3-4-5 p/o; LB (EF)GH I*</td>
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<td>Sep 27</td>
<td>IA 10.2 #1-2; LB A(B)C Gr 1</td>
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<tr>
<td>Sep 30 w6</td>
<td>IA 10.2 #3-4; LB D(E) Gr 2</td>
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<td>Oct 2</td>
<td>IA 10.2 #5-6 p/o; LB F*</td>
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<td>Oct 4</td>
<td>IA 10.3 #1-2; LB A(C)D B* (do one)</td>
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<td>Oct 7 w7</td>
<td>IA 10.3 #3-4 p/o; LB EFG</td>
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<td>Oct 9</td>
<td>IA 10.4 #1-2; LB 182 (I)*; 183 AB</td>
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<td>Oct 11</td>
<td>IA 10.4 #3-4; LB CDE Gr 3 &amp; p/o</td>
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<tr>
<td>Oct 14 w8</td>
<td>IA 10.4 #5-6; LB FG</td>
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<tr>
<td>Oct 16</td>
<td>Review for test; bring LB to class</td>
<td>TEST, Lektion 10</td>
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<tr>
<td>Oct 18 w9</td>
<td>FALL HOLIDAY – No classes</td>
<td>Wortschatz und Grammatik</td>
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<td>Oct 23</td>
<td>8.1 printout LB FGH STUDY MAP!</td>
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<td>Oct 25</td>
<td>8.2, 1,2,3 LB A(B)CDE STUDY MAP!</td>
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<tr>
<td>Oct 28 w10</td>
<td>8.2 printout LB FGH (I XCr)</td>
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<tr>
<td>Oct 30</td>
<td>8.3, 1,2,3 LB AB(C)DE STUDY MAP!</td>
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<td>Nov 1</td>
<td>8.3 printout LB FGH STUDY MAP!</td>
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<td>Nov 4 w11</td>
<td>8.4, 1,2,3 LB ABCD(E)(F) STUDY MAP!</td>
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<td>Nov 6</td>
<td>8.4 printout LB G(H) J extr cred</td>
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<tr>
<td>Nov 8</td>
<td>Review for test; bring LB to class</td>
<td>TEST, Lektion 8</td>
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<tr>
<td>Nov 11 w12</td>
<td>IA 12.1 #1-3; LB ABCD</td>
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<tr>
<td>Nov 13</td>
<td>IA 12.1 #4-5 LB EFG H* for Monday</td>
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<tr>
<td>Nov 15</td>
<td>IA 12.1 #6-8 p/o LB IJK L* XCr</td>
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<tr>
<td>Nov 18 w13</td>
<td>IA 12.2 #1-2 LB ABCD Gr 1</td>
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General Education (beginning Fall 2011):

Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1. For Option 1, at least 2 semesters of the same language are required.

1. focus on students reaching at least Novice High in listening, speaking, reading and writing in the target language;
   (Novice High is definitely a realistic objective for students who complete 2201. The desirable goal is to get into the Intermediate level, either at Low or Mid. If you continue in 2202, you may even reach Intermediate High by the end of that course, although for many students that will still remain unrealistic.)
2. facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
3. facilitate students’ experience of another language on its own terms;
4. use the target language as the primary medium of communication, specifically by using authentic materials in the target language, such as literature, news, advertisements, films, and music;

**Ideally, courses taken to fulfill the language option will:**

5. empower students to view reality from a different conceptual and/or cultural standpoint
6. enable students to understand how a linguistic system shapes values and attitudes

The types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes:

<table>
<thead>
<tr>
<th>Course component or assessment vehicle</th>
<th>General Education Goals addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>pair work, and small-group activities;</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>interactions with course materials (including interactive technologies) addressing the four language skills of reading, writing, listening, and speaking;</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>quizzes and exams;</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>presentations and projects.</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>

This course advances the overall mission of the GE Program:

"The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth."

The course will **includes all of the following overall goals of General Education:**

a) **substantial opportunities for oral and/or written communication,**
Students work almost every day in groups on communicative grammar and vocabulary exercises, encouraging the development of spoken production. Regular written assignments assure development of writing skills.

b) **encourage active and participatory learning,**
The nature of most class sessions is highly interactive, with instructor/class interactions and small group or pair activities predominating rather than lecture.

and c) **promote application of general education knowledge, skills, and dispositions to students’ lives outside of and beyond the university experience.**

Language is intertwined with culture in its many manifestations, allowing us to say that language and culture courses address to one degree or another virtually all of the General Education goals. German courses deal primarily with western culture but involve examination of non-western cultures as well.

The following are goals furthered by language and culture instruction:
• Students will acquire knowledge of western culture and its relationship to non-western cultures.
• Students will acquire knowledge of the foundations and characteristics of educated discourses.
• Students will acquire knowledge of the unity and diversity of humanity.
• Students will acquire knowledge of fine arts and aesthetics.
• Students will acquire knowledge of the intricate complexities of life on the planet.
• Students will acquire knowledge of scientific information as it is applied to personal and social decisions.
• Students will acquire knowledge of the approaches of the liberal arts disciplines.
• Students will exhibit skills in critical and analytical thinking.
• Students will exhibit skills in effective written and oral communication.
• Students will exhibit skills in the use of more than one language.
• Students will exhibit skills in inquiry and research.
• Students will exhibit skills in quantitative reasoning.
• Students will exhibit skills in problem solving.
• Students will develop dispositions to form a coherent, independent philosophy of life.
• Students will develop dispositions to make socially responsible and personally fulfilling life choices.
• Students will develop dispositions to live sustainability.
• Students will develop dispositions to value knowledge and continuing growth.
• Students will develop dispositions to form opinions and modify positions based on evidence.
• Students will develop dispositions to reason ethically and act with integrity.
• Students will develop dispositions to promote social justice and peace.

All courses in Global Perspectives will:
• explain and analyze various components of culture and show how these components interact.
  examine American culture in relationship to other countries' similar and dissimilar systems.
• require students to read texts and engage in writing that totals at least 1500 words.

The course also fulfills criteria that are mentioned as being ideal for a General Education course:

• enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary
• refer to other disciplinary perspectives besides the course's dominant discipline.

The instructor may also help students procure pen pals and possibly communicate via Skype or other interactive technologies. Other possibilities include Internet-based information gathering, possibly as a scavenger hunt or with the end product of a presentation to the class or a small group. Out-of-class language practice is encouraged by means of activities with language clubs and interactions with visiting foreign students. Any such activities will increase the students' skill level and cultural awareness.

General Education, Global Awareness (old Gen Ed)

The General Education outcomes include Thinking Skills (critical thinking, problem solving, and analysis) and Communication. These are defined and illustrated in the MU Undergraduate Catalog. Virtually all written compositions and oral presentations in this course would be acceptable evidence for Communication in the Language & Literature block. Depending on the specific assignment, any of the three thinking skills might be an appropriate outcome as well. For example, quizzes and tests are likely to test one or more of the three thinking skills and could thus be used as artifacts.

All language courses, including this one, count as G courses (Global Awareness), of which you need 3 in order to graduate. This course does not count as an I (information literacy) or W (writing across the curriculum).
PDE Standards Information for Prospective Teachers of German

The BSE German major is in moratorium, so PDE standards are not applicable here. However, the intro course GER 1101 offers instruction that helps prepare students for all of the PDE content standards for German. The standards stipulate practice at the advanced level. Introductory German is the beginning of that process in that it teaches the same skills, but on a novice level.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following website provides an inclusive list by topic of student consumer rights & responsibilities: http://mansfield.edu/HEA/

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.

Attendance Policy

“Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi”

Academic Integrity Policy

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm under “Academic Integrity Policy.”