Course Syllabus: GER 2202 Intermediate German II
Spring 2014, MWF 10:30-11:20 a.m., 101 Belknap

Dr. Bradley Holtman, G05B Belknap Hall, tel. 570-662-4596, e-mail bholtman@mansfield.edu

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

In case of questionable weather, see the course cancellations on the university website. I usually send out e-mails as well, so check your MU e-mail account. You may also call my office phone and listen for a possible cancellation message. If there is no message posted anywhere by 7:30 a.m., you can assume we have class. In general, check your MU e-mail frequently! This is how I communicate with you.

Course Description from Catalog: Increased emphasis on the development of language skills, using materials taken from current events and cultural and literary selections. Online language laboratory and other exercises are required. The course is appropriate for those with 3-4 years of high school German. Prerequisites & Notes: GER 2201 or equivalent.

Credits: 3 cr. General Education Requirement: Unity and Diversity of Humanity – Global Perspectives - Language other than English (Option 1), Global Awareness, Language and Literature

Holtman's home page: http://coursework.mansfield.edu/bholtman/index.htm

(No D2L for this course)

2201-2202 resource page: http://coursework.mansfield.edu/bholtman/2201/index2201.htm

Deutschdrang website (deutschdrang.com): lots of free info and exercises! Excellent. There are many others as well; do a search and find what you need and what appeals to you.

Another site where you can get practice exercises is http://www.nthuleen.com/teach/grammar.html. Our course resource page will list some of these. Please suggest others you may find.

canoo.net: Various dictionaries and all forms of nouns, verbs, etc. automatically generated

Textbooks: The first items are required; others are recommended or optional, depending on needs.

REQD Access to computer and printer for online course components (Telenovela Jojo sucht das Glück)


recom. A decent Ger-Eng/Eng-Ger dictionary (see me for ideas; some available in MU bookstore); and/or make use of dict.leo.org and/or dict.cc online—excellent!

Overview 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, with additional or more in-depth topics being introduced and practiced. The first semester of Intermediate German (2201) in particular focused on solidifying sentence structure and building vocabulary and reading and speaking ability, with plenty of attention to listening and writing skills as well. This process continues in Intermediate German II, with a “capstone” project of reading a complete play in German at the end of the semester.
Grammar topics are reviewed/introduced and practiced via handouts and class activities. All grammar points are reinforced in the exercises that accompany the telenovela Jojo sucht das Glück found online. These topics are constantly reviewed and spiraled back in so that you eventually will come to master them. We will cover topics as they arise in Jojo. There are many other websites besides the Jojo website that offer huge amounts of online materials, drills, and references for additional practice. You will acquire plenty of cultural information from watching the video episodes of Jojo, the story of which takes place in and around Cologne (Köln). The Jojo series, being conversational and based on younger people, will give you a lot of colloquial expressions and useful everyday vocabulary.

The comprehensive review and expansion of grammar and vocabulary, plus speaking practice, is meant to be a bridge from lower-level material into "real" German, that is, language intended for consumption by native speakers. You will also gain a lot of exposure to many different native speakers of German from the various audio and video materials. 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.

As a final summary activity, we will also be reading an entire play, a famous literary work by Friedrich Dürrenmatt called Der Besuch der alten Dame. You will feel very proud of yourself to be able to do this by the end of the semester! It will be a challenge but ultimately quite satisfying, and you should find that your vocabulary takes major bounds by the end of this semester. You will also see in context in this play all of the grammar structures you’ve learned. The thematic content of the work is fascinating and at times even grotesquely funny. We will see a filmed version of the play at the end so that you will have the text solidified one more time in your brain.

Intermediate-level readings may especially at first seem to be a huge leap, especially in vocabulary and at the same time also more complex 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. The syllabus has been designed to keep you working on a DAILY BASIS, including days when we do not have class. If you are prepared for class every day, you will feel more sure of yourself and have positive experiences with the language. Students who have taken 2201 and now 2202 find especially in the present course that things begin to fall into place and that German becomes more and more enjoyable as their competence—and confidence—continue to increase.

Course Outcomes

By the end of 2202, students should be able to hold their own in a 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, but students completing 2202 can generally be assured of being basically functional in German.

You may be interested to know what sort of skill level you can reasonably expect to have in speaking. After four semesters of German, you can be pretty sure of functioning somewhere in the Intermediate range of the ACTFL proficiency scale. Depending on how much effort and consistent practice was put in throughout their study, some students will only be at the Intermediate Low range after 2202. Most will be at least Intermediate Mid, and you may even function at Intermediate High. (Although hitting the Advanced Low is a real stretch after four semesters of college German, extremely motivated and talented students might attain this level if they speak lots of German outside of class—or spend some time abroad.) You can see descriptions for these levels on the ACTFL website at http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf.
Course-Level Student Learning Outcomes for GER 2202

After completing GER 2202, students will function somewhere in the Intermediate proficiency category as defined by ACTFL (American Council on the Teaching of Foreign Languages). Although some may remain at Intermediate Low, most students will be in the Intermediate Mid range; some may attain Intermediate High. The following outcomes are consistent with Intermediate Mid. Sample assessments of each outcome are shown in parentheses after each one. (See key following.)

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. (1,2,4,5)

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 francophone countries. Geographical and historical knowledge, as well as information about the French-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*

The curriculum of this course also teaches according to “five C’s” of the national standards for foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. For more information, see this document on the ACTFL National Standards for foreign language learning: [http://www.actfl.org/publications/all/world-readiness-standards-learning-languages](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages)

For **Gen Ed learning objectives, outcomes, and assessments**, please see the General Education section below. 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 holistic 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.
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 outside Europe. 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 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!

With language study, you 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 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. And German, spoken by millions, 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!

Continue your German study: Don’t lose your hard-won abilities! After this course, a minor in German is within easy grasp for students who have another few semesters on campus. All you need is three courses beyond 2202! We do not currently offer these on site, but a newly developed PASSHE German Studies Consortium provides access to upper-level courses via interactive TV and/or online. The courses are provided by professors from all around the state system schools. (We also occasionally do offer WLC courses taught in English with German content, such as this semester’s WLC 3336 Germany: A Virtual Tour. See me about doing enough work in German to get credit toward the minor.) Alternatively, you are encouraged to consider very seriously the possibility of studying in Jena at the Friedrich-Schiller-Universität, on MU’s exchange program. You can study other academic areas besides German while at the FSU. It is easy to complete a minor in German if you study abroad. (As of this writing, the German major unfortunately is in moratorium at MU.) Please talk to me immediately if you are interested in pursuing a minor, and also if you are interested in the idea of studying in Jena.

Other study abroad options: MU is also a member of ISEP, enabling you to study at any of several institutions in Germany, Austria, Switzerland, Luxemburg, and Belgium. There are summer programs available as well through ISEP. All credits earned on ISEP programs or the FSU-Jena/MU exchange transfer and count toward your MU degree. You do not have to major in German to study abroad (although typically you would end up with a good number of German language and culture courses). But you can take English lit or history courses, for instance, while in Germany, and have them count towards your major. Jena offers a great program in intercultural business communication that may be of interest to many. Finally, keep checking the DAAD website (daad.org) for the huge number of opportunities for short- or longer-term study opportunities, internships, etc., in a large variety of fields. You can subscribe to a weekly update and not miss any chance! DAAD gives many scholarships and grants.
Timetable:

The following is a general outline of material to be covered, subject to adjustment as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Material to be covered</th>
<th>Episodes of Jojo sucht das Glück:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 22 Jan</td>
<td>Course intro; intro to Jojo: Folge 1 <em>Die Ankunft</em>; revw of word order in main clauses</td>
<td></td>
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<tr>
<td>Fri 24 Jan</td>
<td>past tenses</td>
<td>Folge 2 <em>Jojo aus Brasilien</em></td>
</tr>
<tr>
<td>Mon 27 Jan</td>
<td>past tenses (w/ past pf)</td>
<td>Folgen 3-4 <em>Eine Frau in der WG?; Begegnung auf dem Markt</em></td>
</tr>
<tr>
<td>Wed 29 Jan</td>
<td>nouns &amp; determiners</td>
<td>Folge 5 <em>Döner und Wurst</em></td>
</tr>
<tr>
<td>Fri 31 Jan</td>
<td>Prepositions</td>
<td>Folgen 6-7 <em>Ein kleiner Umweg; Studentenleben</em></td>
</tr>
<tr>
<td>Mon 3 Feb</td>
<td>Infinitive with zu</td>
<td>Folge 8 <em>Die Prüfung</em></td>
</tr>
<tr>
<td>Wed 5 Feb</td>
<td><em>Haupt- u. Nebensätze</em> sub. conjunctions: <em>dass, weil, wenn, da, obwohl</em></td>
<td>Folge 9 <em>Träume</em></td>
</tr>
<tr>
<td>Fri 7 Feb</td>
<td><em>während, seitdem, nachdem</em></td>
<td>Folge 10 <em>Warten auf Ben</em></td>
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<tr>
<td>Mon 10 Feb</td>
<td>W-wds, <em>ob</em>, indirect questions</td>
<td>Folgen 11-12 <em>Der Unfall; Kaffee und Kuchen</em></td>
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<tr>
<td>Wed 12 Feb</td>
<td>word formation</td>
<td>Folge 13 <em>Neue Freunde</em></td>
</tr>
<tr>
<td>Fri 14 Feb</td>
<td>Relative clauses</td>
<td>Folge 14 <em>Liebe geht durch den Magen</em></td>
</tr>
<tr>
<td>Mon 17 Feb</td>
<td>Relative clauses</td>
<td>Folgen 15-16 *Annäherung; Ein neuer Verehrer?</td>
</tr>
<tr>
<td>Wed 19 Feb</td>
<td><em>wenn</em> cond. (Konj. II)</td>
<td>Folgen 17-18 <em>Liebe geht, Liebe kommt; Nachhilfe</em></td>
</tr>
<tr>
<td>Fri 21 Feb</td>
<td><em>wenn</em> cond. (Konj. II)</td>
<td>Folgen 19-20 <em>Getrennte Wege; Einmal Drachenfels</em></td>
</tr>
<tr>
<td>Mon 24 Feb</td>
<td>Vbs/expr w/ preps</td>
<td>Folgen 21-22 <em>Prinz und Prinzessin; Museumsmeile</em></td>
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<tr>
<td>Wed 26 Feb</td>
<td>future w/ werden</td>
<td>Folge 23 <em>Dumm gelaufen</em></td>
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<tr>
<td>Fri 28 Feb</td>
<td>passive</td>
<td>Folgen 24-25: <em>Miese Stimmung; Böse Überraschung</em></td>
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<tr>
<td>Mon 3 Mar</td>
<td>passive; <em>werden</em></td>
<td>Folge 26 *Eifersüchtig?</td>
</tr>
<tr>
<td>Wed 5 Mar</td>
<td>passive substitutes</td>
<td>Folgen 27-28 <em>Treffen im Park; Anders als gedacht</em></td>
</tr>
<tr>
<td>Fri 7 Mar</td>
<td>genitive; <em>n</em>-nouns; gen preps</td>
<td>Folgen 29-30 <em>Erste Zweifel; Zeit für Entscheidungen</em></td>
</tr>
<tr>
<td>Mon 10 Mar</td>
<td>indirect speech (K. I)</td>
<td>Folge 31 <em>Erleichterung</em></td>
</tr>
<tr>
<td>Wed 12 Mar</td>
<td>indirect speech (K. I)</td>
<td>Folge 32-33 <em>Der große Abend; Ben</em></td>
</tr>
<tr>
<td>Fri 14 Mar</td>
<td>assignment TBA</td>
<td>No class session today; assignments will be given</td>
</tr>
</tbody>
</table>

17.-21. März: Spring Holiday—no classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Material to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 24 Mar</td>
<td>Intro: Dürrenmatt, <em>Besuch</em> intro, Erster Akt bis S. 9</td>
</tr>
<tr>
<td>Wed 26 Mar</td>
<td><em>Besuch der alten Dame</em>, 10-21</td>
</tr>
<tr>
<td>Fri 28 Mar</td>
<td><em>Besuch der alten Dame</em>, 21-43</td>
</tr>
<tr>
<td>Mon 31 Mar</td>
<td><em>Besuch</em>, 43-59</td>
</tr>
<tr>
<td>Wed 2 Apr</td>
<td><em>Quiz Akt 1</em></td>
</tr>
<tr>
<td>Fri 4 Apr</td>
<td><em>Besuch</em>, 61-73</td>
</tr>
</tbody>
</table>
Meet them all, take advantage of German Club and other opportunities to use the language. If you get involved with German, it will become a part of you.

Resources: There are native speakers of German on campus, plus more advanced nonnative speakers of German. Meet them all, take advantage of German Club and other opportunities to use the language. If you get involved with German, it will become a part of you.

Course Materials: The Jojo episodes contain the core texts and exercises we will use in the first half of the course. Each episode consists of a video (with and without German subtitles), along with online and PDF comprehension, structure and vocabulary activities. Grammar topics are set up to review and move onward to more advanced topics. We will also talk about grammar topics emphasized in each episode of Jojo. You will be assigned exercises to do outside of class. Do them carefully, thinking about the rules and principles that are being emphasized. Check your answers with the key, if available, but only AFTER making your best attempt. Using the Jojo episode transcripts, practice the dialogue aloud; then try to say the sentences along with the actors as the video runs. 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. Because much of the grammar is reviewed and reinforced from first year, we may not go over every exercise for which you have the key. You are still responsible for knowing the information!

As Instructor of Record, only Dr. Holtman may issue your grade for this course.

General hints:

Attendance: You are expected to attend ALL class sessions and participate actively. Only serious illness or grave situations should prevent your attendance in class. You are responsible for discussing absences with me and for obtaining makeup assignments. Call or e-mail BEFORE class is missed if at all possible. Take seriously the absolute necessity for thorough preparation outside of class. You need to set up a disciplined, daily study schedule in order to keep up with the work. If you practice material in a regular fashion, you should manage well. Just promise yourself now that you will not get behind! It is highly advisable to do as students in Germany do: form an Arbeitsgruppe with others from your class, and/or meet regularly with a native speaker or more advanced student.

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Approximate grade breakdown:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Classroom attendance (mandatory) &amp; oral participation (short class presentations and self-grading of groupwork and class speaking participation):</td>
<td>15%</td>
</tr>
<tr>
<td>Homework, including grammar and Jojo assignments:</td>
<td>30%</td>
</tr>
<tr>
<td>Vocab/grammar quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam (Besuch, plus structure items):</td>
<td>25%</td>
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The second part of the course will be to read a German play in its entirety. Der Besuch der alten Dame is a wonderful and thought-provoking work by Friedrich Dürrenmatt, a 20th-century Swiss author very well known for his humor and philosophical examinations of themes such as justice and whether or not true justice is possible to attain. Reading this book will be challenging, especially in the beginning, but it is sure to grab you and keep your attention right to the end. And you will be very proud of reading the whole thing auf Deutsch.

Work hard on vocabulary. The more you ‘overlearn’ vocab, the better. You want to get to the point where you recognize words instantly when they are 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! You will learn to think directly in German by regular and careful vocab practice. The all-German setup of our class sessions encourages you to limit recourse to English. Still, I 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) and dict.cc are both excellent for quick lookups if your computer is handy. The links are also on my website.

Exercise your listening comprehension in other ways as well, if you can squeeze in the time. For instance, you can visit the Deutsche Welle (http://www.dw.de/themen/s-9077) site regularly and follow the news auf Deutsch. There are a number of cool features offered there for learners of German (click DEUTSCH LERNEN at top). 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.” 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. Much of this stuff can be put into an iPod for use as you walk around campus or wait for something else to start. Bombard your head constantly with German and it will stick!

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, the Jojo videos give you a great way to practice. 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—and you will be practice correct German sentence patterns. 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.

Use resources wisely and with integrity. There are scads of excellent resources online, such as the German-English dictionaries already mentioned. WARNING!!! You may be tempted to use one of the various translating engines out there as well, such as Google Translate or Babelfish. While this is OK for a phrase here and there, it is NOT ACCEPTABLE to write your own 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 you merely copy the answer key into exercise pages, or if someone else, or a computer somewhere, does your work 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.

Above all, enjoy interacting with other people in German! That’s what it's really all about.

**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.

The 2202 course intends that students will

- demonstrate at least Intermediate Low skills in listening, speaking, reading and writing in the target language;
  (Intermediate Low 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.)
- demonstrate minimal cultural competency in the target culture and show awareness of the ways language is embedded within cultural practices and world views;
- evidence experience of another language on its own terms;
- 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 help students to:

- view reality from a different conceptual and/or cultural standpoint
- show awareness of 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, 5</td>
</tr>
<tr>
<td>presentations and projects.</td>
<td>1, 2, 4, 5</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.

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 MU website provides an inclusive list by topic of student consumer rights and responsibilities: [http://mansfield.edu/HEA/](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](http://mansfield.libguides.com/copyright).

MU Policy for Excused Absences
Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or absences because of official university representation will be accepted by all faculty, thus permitting you to make-up missed tests and/or assignments in a reasonable manner at the instructor’s discretion.

In courses where classroom participation is an integral component, such as this one, your attendance is essential and may influence your final grade. If applicable to your course, the instructor will explain that relationship when giving criteria for evaluation during the first week of class.

Academic Integrity Policy
Students are expected to do their own academic work, and dishonesty in academic work in any of its forms, including cheating, academic misconduct, fabrication, 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 provost. (See Procedure in Mountie Manual.) Procedures faculty will use to initiate disciplinary action in cases of academic dishonesty are outlined in the Mountie Manual, from which much of the information on this page is taken.

Translation engines, although very convenient, actually can lead down a slippery slope into academic dishonesty. If you write large sections of or even entire assignments, compositions, or papers in English first and simply run them through an online translation engine, you have not actually written the text in German and are thus submitting work that is not your own. Besides, the results of these engines are often quite poor. Another point to consider is that overuse of translation engines is quite evident to your instructor, who knows your actual language level and can quickly observe that the translation engine has provided vocabulary and constructions that you have not yet mastered. The bottom line is that it is always best for your own learning and most academically ethical to write directly in German. Of course you may use a dictionary (online or print) and—in limited quantity—translation engines and other tools now available. But they should be considered resources and adjuncts to your own writing process, not the major source of the German you submit as your own.

Special factors that may affect your learning
Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work 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.