

# COURSE SYLLABUS



## Title: Elementary German II

**Course code:** GER 200

**Semester and year:** Spring 2018

**Day and time:** Mon, Wed 9.45-11.15

Lecturer: Josef Ager, Ph.D.

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Office hours: Monday and Wednesday (9.15-9.45),  
appointment is recommended.

<b>Semester Credits</b>	3	<b>Language of Instruction</b>	English
<b>ECTS</b>	6	<b>Level</b>	Introductory II
<b>Length</b>	15 weeks	<b>Pre-requisites</b>	Elem. German I (or oral test in the first week of classes)
<b>Contact hours</b>	42 hours	<b>Course type</b>	Language course

### 1. Course Description

In Elementary German II students will continue to learn the basics of German. Although the course introduces more complex grammatical concepts and is intended to enrich lexical knowledge, it focuses on the development of conversational abilities. Students will grow more confident and more proficient while using various linguistic tools enabling them to speak –although in a simplified way– about general topics. Written assignments will support writing skills, which gradually are getting more important during the course. By understanding some aspects of contemporary German life and culture and by acquiring essential language skills students will achieve an initial knowledge of the language.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear understanding of essential grammar structures (Simple Past Tense, Future Tense; Genitive Case; Present-time Subjunctive; etc.)
- Make use of an enriched vocabulary to satisfy needs of various everyday situations (e.g. making a phone call, at the doctor, in the office, etc.)
- Relate events that happened in the past or that are hypothetical (e.g. descriptions, wishes, etc.)
- Talk about general topics (e.g. health, education, professions, etc.)
- Create texts that are parts of modern communication (e.g. emails, letters, outlines, accounts, etc.)
- React and interact in a more detailed way (e.g. giving reasons)

### 3. Reading Material

#### **Required Materials**

- TEXTBOOK: "Deutsch heute", Introductory German, Moeller/Adolph/Hoecherl-Alden/Berger/Huth, Houghton Mifflin, Boston - New York 2013

### 4. Teaching methodology

The main characteristic of the course is an emphasis on establishing conversational skills. Therefore the approach adopted is based on a communicative methodology, i.e. the students should have many opportunities to speak and to practice the language. An idiom is not a sum of isolated words but a web of contextual and intentional linguistic activities. Therefore students will learn to interact by the means of role-playing games and creativity exercises. The indispensable grammar base will be acquired in a concise form. However, the concept of systematical and continuous language learning will be realized by regular homework assignments, vocabulary quizzes, and permanent learning-by-doing training.

### 5. Course Schedule

At the beginning of the semester all students will receive a detailed schedule of classes. This overview includes information on the topics covered as well as all the dates of classes, of the vocabulary quizzes, of the midterm test, and of the final examination.

- Class 1** (Feb.05) – Overview of course
- Class 2** (Feb.07) – Review: Dative and accusative case; Relatives
- Class 3** (Feb.12) – Chap.6: The present perfect tense; Clothing
- Class 4** (Feb.14) – Chap.7: Two-way prepositions; Houses and apartments
- Class 5** (Feb.19) – Chap.7: Wo, wohin, woher; Traveling
- Class 6** (Feb.21) – Chap.7: Time expressions (Acc., Dative); Chores
- Class 7** (Feb.26) – Chap.7: Da-compounds, wo-compounds; Furniture
- Class 8** (Feb.28) – Chap.7: Indirect questions; Voc. Quiz I (Chap.6+7)
- Class 9** (Mar.05) – Chap.8: The genitive case; Genitive prepositions
- Class 10** (Mar.07) – Chap.8: Adjective endings; Stating wants and desires
- Class 11** (Mar.12) – Chap.9: Reflexive verbs; Body and health
- Class 12** (Mar.14) – Chap.9: Infinitives with zu; Switzerland
- Class 13** (Mar.19) – Chap.9: Comparative and superlative; Going out
- Class 14** (Mar.21) – Mid-term test (Chap. 6-9)
- Class 15** (Apr.04) – Chap.10: Uses of als, wenn, wann; Cultural activities
- Class 16** (Apr.09) – Chap.10: The simple past tense; German politics
- Class 17** (Apr.11) – Chap.10: Irreg. verbs in the simple past; German history since 1945
- Class 18** (Apr.16) – Chap.10: The past perfect tense; Fixing a date
- Class 19** (Apr.18) – Chap.11: The future tense; Jobs, professions, unions
- Class 20** (Apr.23) – Chap.11: The European Union; Voc. Quiz II (Chap.8-10)
- Class 21** (Apr.25) – Chap.11: The würde-construction; Renting a car
- Class 22** (Apr.30) – Chap.11: Present-time subjunctive; Using the phone
- Class 23** (May.02) – Chap.11: The past subjunctive; Internships and apprenticeship
- Class 24** (May.07) – Chap.12: Relative clauses; Foreigners in Germany
- Class 25** (May.09) – Chap 12: The passive voice; The multicultural society
- Class 26** (May.14) – Review
- Class 27** (May.16) – Final examination

## 6. Course Requirements and Assessment

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	20%	Improvement of oral expression, Creating and discussing texts	
Voc. quiz I	12	10%	Improvement of vocabulary	2
Voc. Quiz II	12	10%	Improvement of vocabulary	2
Midterm test	24	20%	Comprehension of grammar	2
Final exam	60	40%	Comprehension of grammar, improvement of vocabulary, understanding of (con)texts	1,2
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the assignments

The format of the quizzes is multiple choice testing. For the first quiz, the students have to study the vocabulary of chapters 6 and 7 as well as to review some vocabulary of the German I level, the second quiz focuses on chapters 8, 9 and 10, although it is important to review some essential vocabulary of the previous chapters. The quizzes don't contain grammar testing.

### Assessment breakdown (Vocabulary quizzes)

Assessed area	Percentage
Vocabulary	100%

The midterm test is a grammar test, the students have to show that they have learned and understood the grammar of chapters 6, 7, 8 and 9, and that they are able to apply these grammatical structures. The format of the test is a combination of fill-in exercises and sentence writing.

### Assessment breakdown (Midterm test)

Assessed area	Percentage
Grammar	100%

The final examination is a complex testing of the students' skills acquired throughout the semester. The test covers mainly grammar, but also includes vocabulary, comprehension and composition. It is a combination of fill-in exercises, sentence writing, and short answer questions.

### **Assessment breakdown (Final exam)**

<b>Assessed area</b>	<b>Percentage</b>
Grammar	55%
Vocabulary	15%
Comprehension	15%
Composition	15%

Language training is always a student-professor cooperation. On the one hand the students are entitled to expect an elaborate pedagogical input, on the other hand the students have to participate in an effective way. Attendance is essential for the acquisition of a language. Students are expected to come to class prepared and to participate in class activities. Furthermore they are expected to spend a minimum of 6 hours on course work, outside of class room, per week. They are responsible for catching up with the content of classes if they were absent. There are no retakes of any assignments.

### **Assessment breakdown (Attendance, participation)**

<b>Assessed area</b>	<b>Percentage</b>
Attendance	30%
Class participation	30%
Homework	20%
Written assignments	20%

## **8. General Requirements and School Policies**

### General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

### Attendance

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course should be failed (or administratively withdrawn from the course if the absences are excused).

### Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor about the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

### Unexcused absences

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

Late work: No late submissions will be accepted – please follow the deadlines.

### Electronic devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests.

Eating is not allowed during class.

### Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

### Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

**9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Description</b>
A	95 – 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 70	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

**Prepared by:** Josef Ager, October 2017

**Approved by:**