

BEGINNING GERMAN 2 (GERM 102)

Instructor:	Professor Emina Mušanović
Office:	319 Walker Hall
Office Hours:	M & Th 1-3pm and by appointment
Email:	emusanov@linfield.edu
Class Times:	MTThF 8:00AM - 8:50AM
Room:	WALH 301
FLTA:	Mathias Steinlechner (Fulbright Language TA)
Email:	msteinle@linfield.edu
Final Exam:	Monday, May 22, 8AM

Description and Objectives:

Willkommen! German 102 is a continuation of German 101. We will continue to work with *Treffpunkt* as well as internet resources on *Blackboard* and German sites like *Tagesschau* and *Deutsche Welle*. Together we will work on improving your *functional language abilities* and *functional cultural abilities*.

Functional Language Abilities: Since you have successfully completed GERM 101, or its equivalent, there are certain skills you will bring with you. We will begin the semester by reviewing skills and structures covered in GERM 101 before introducing new material. Here is an overview of the skills that we will review and that you will acquire by the end of the semester. Goals for German 102:

		Beginning German 2
Comprehension	Listening:	I can understand <i>the main idea and some details</i> concerning myself, my family, my immediate surroundings <i>as well as areas of interest</i> when people speak slowly and clearly. <i>I can also identify the main topic and some details from different media.</i>
	Reading:	. By utilizing reading strategies, I can find specific, predictable information in simple everyday material such as advertisements. <i>I can begin to use these reading techniques to understand the main ideas in more complex texts with unfamiliar vocabulary.</i>
Production	Speaking:	I can interact provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help to formulate what I am trying to say. I can ask and answer questions in areas of immediate need or on familiar topics. I am able to use <i>increasingly complex</i> sentences to describe <i>personal information, areas of interest, and my opinions and reactions to situations.</i> <i>I can narrate in the past, present, and future tenses.</i>
	Writing:	I can write <i>about topics of immediate interest in connected sentences.</i> I can <i>write descriptions and describe opinions in connected sentences in the past, present, and future tenses.</i>
Sociocultural/ Sociolinguistic Awareness		I have <i>increasing</i> knowledge of some cultural aspects of German-speaking countries and how they are represented in the German language and its use. <i>I have begun to compare cultural norms in German-speaking Europe to those of my home culture in order to anticipate and overcome misunderstandings.</i>
Reflectivity		I can reflect, in English, on my language learning biography and personal experiences while learning a foreign language. I have <i>an increasing awareness</i> of my learner personality and of successful learning strategies. I am <i>continuing</i> to document my progress and to specifically articulate my goals in learning the German language.

Books and materials:

- Treffpunkt Deutsch. 6th edition, by, 2013 & Treffpunkt Deutsch. Student Activities Manual, 6th edition, ISBN: 9780205874422
- On Blackboard: handouts, extra grammar guidebooks, website links, audio and video files, practice worksheets, etc.
- Recommended: an English to German/German to English Dictionary (check library for copies, or check for available electronic versions and apps)

Instructor Availability:

I am here for you, and gladly so. My office hours are posted above, and I am also available by appointment. Generally, when I am on campus and in my office, my door will be open, so feel free to swing by.

You may also email me with questions. If you email me, you can expect a response within 24 hours on weekdays. I check and respond to emails at set times during the day (at 9 am and 4 pm). In other words, don't write an email after 5pm expecting a response before class the next day! I do not check email at all over the weekend. If I am slow to respond, please do not take offense and please send a second email reminder. I will not take offense! Situations arise that may delay my response or emails may be lost, overlooked, or simply missed. If this is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

Your FLTA will address his availability with you. His email is posted above.

Homework:

1. For each chapter of *Treffpunkt*, fill out the corresponding pages in the Workbook (Arbeitsbuch=AB). Some of the exercises require you to work with the accompanying audio program, which you can access through Blackboard. Complete the exercises first, then, with reference to the answer key in the back of the book, correct your answers using a pen of different color. Self-correction is an important skill to support foreign language learning; it will be part of your homework grade. AB is due the day the corresponding chapter quiz is given.
2. The grammar sections in the textbook (Textbuch=TB) are to be read and completed as assigned. I may choose to cover some of the material during class, but class time will be used primarily to *practice* the grammatical structures you read about at home. Write your answers on a separate sheet rather than in the textbook; then, again, check your answers in the back of the book and correct them with a pen of different color. You will be required to submit your corrected answer sheets.
3. Work on the specific pages assigned each day. These detailed assignments serve as important complements to review, foster, and expand your daily learning experiences in the classroom. Exposing yourself to German in frequent and short study sessions is a very important and effective language learning strategy; due to the cumulative nature of the material, "cramming" won't work as a long-term study habit.

Assignments will be graded as satisfactory only if handed in on time, complete, and appropriately self-corrected.

Attendance and Participation:

1. Attendance is mandatory and of the utmost importance in making your language learning experience a successful one. Your final grade will be lowered by 1% for each unexcused absence in excess of three. There are no make-up quizzes or tests given. Exceptions are made only for proven illness, emergencies, or religious holidays. Should you need to be absent, make sure to find out about any assignments you might have missed from your classmates (you should have phone numbers or e-mail addresses from at least two other students in your class). I will not respond to emails that inquire about missed assignments.
2. Please come to class on time. Tardiness is disruptive and disrespectful to your instructor and your fellow students, and will be counted as an unexcused absence if it occurs repeatedly.
3. Please respect your time in class and your reason for being here and turn your phones off. Even on vibrate, they have an inordinate capacity to disrupt your and the class's focus. The use of electronic devices is strictly prohibited, unless approved in advance by your instructor. If caught using a device, that day will be counted as an unexcused absence.
4. Your contributions to class, their quality, and the level of your participation will be graded. Additionally, bring *Treffpunkt* and a notebook to class every day. They are essential to our daily work.

Rubric for daily participation grade:

Expectations	Numerical grades
Come prepared to class with reading assignment and homework complete	2 points: fully complete 1 point: partially complete 0 points: nothing prepared
In-class participation	3 points: very active; makes many contributions; enthusiastic; dares to be creative in group presentations 2 points: active; makes minimal contributions 1 point: not very active; makes almost no contributions 0 points: does not contribute

Begegnungsforum:

Using Blackboard, post your outside-of-class encounters and experiences with the German language. These encounters might be accidental, but more often than not, they are a result of intentional explorations online, on campus, and in the community. You are to write down five encounters spread out over the course of the semester and post them to our class *Blackboard* site. Your post should include:

1. your name
2. a title or name of your encounter with the German language
3. brief descriptive comments, possibly including pictures, website links, music files, etc.

4. and a reflection of the encounter as it pertains to your language learning process.

These encounters are your way to break out of the textbook's mold and share, with your classmates, your own experiences of cool internet finds, new friendships with international students, a must-see movie, an enlightening history book, a tasty recipe for "Schwarzwaldtorte," the fan page of your favorite "Fußballmannschaft," a gripping current event, or hard-to-understand German rap. As your German skills improve, feel free to write your posts in German! Example posts are at the end of the syllabus.

Linfield German and Modern Languages Dept. Activities:

You are required to attend three German/Modern Languages related events throughout the semester. The German Club regularly organizes events, such as film screenings, hikes, or music exchange nights. Your FLTA offers a weekly language table at Dillin Hall. There will be other events announced on a regular basis, such as fireside chats, lectures, or showcases. After you attend an event, write a one-paragraph reflection of your experience and turn it in on Blackboard.

As in English

Self-Reflections:

At the beginning, middle, and end of this course you will write a language learning autobiography (length of each is approximately one page). At the beginning of the semester, write a self-reflection in English using the following questions as prompts: What do you expect to accomplish in the course of the semester, and how will you go about it? Do you speak any other languages? What are your interests in learning German?

At the middle and end of the semester, you will evaluate what you can do with the language, look back at what has helped you to get where you are now, and state your future plans to maintain or further develop your language competencies in German. Your second self-reflection can be written in either German or English or a mixture of both.

Tagebuch (Journal):

Over the course of the semester, you will be required to write 2 coherent journal entries in German on a specific topic assigned to you. Each contribution should contain newly acquired vocabulary and grammatical structures. We want to get you to write (and possibly think) in German as early as possible. Your first draft will be graded and returned; then, correct and expand your entry as suggested by your instructor and hand in a second draft, which will again be graded. The average of both grades (2 entries, 2 drafts each) will constitute your final grade in the journal category. You are strongly encouraged to go to your professor's and your FLTA's office hours for additional help. For correction symbols, see attached sheet.

Oral Assessments:

There will be two oral assessments during the semester. The first will be a scene or skit performed with a group. The second, during the final exam, will be an oral proficiency interview performed with a partner (a conversation of two students with an outside tester). Detailed instructions for each assessment and grading criteria will be provided.

Quizzes:

There will be 6 quizzes, each focused on a chapter of *Treffpunkt*. Follow this advice to perform well on quizzes: Learn vocabulary as it is practiced and presented in each chapter, and try to keep your acquisition in context! Use flashcards or any other method that works for you. Be sure to learn the gender and plural of nouns, practice verb conjugations and pay attention to idiomatic expressions. Do not wait until the night before a quiz! Study and practice grammar as indicated on the schedule and by

your instructor. You should not have to learn anything new the night before a test. Instead, begin reviewing a couple of days before the test, covering the exercises done in class and in your workbook.

Final Exam:

The final exam is cumulative and will be given on Monday, May 22, 8AM. Students with a documented time conflict should contact the instructor immediately.

Overall Evaluation:

Regular Homework (AB, TB and supplemental exercises)	7%
Attendance & Participation	7%
Begegnungsforum	3%
German Area Studies Events	1%
Self-Reflections (3)	1%
Journals (2)	6%
Quizzes (7)	40%
Oral Assessments (2)	10%
Final	25%

You need a passing grade in each category in order to receive a passing grade for the course. All grades are cumulative and based on a maximum of 100% per grade and per category, reflecting the following scale: 100-95=A; 94-90=A-; 89-87=B+; 86-83=B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; 59 and below=F.

Additional Tips:

Since the activities in the classroom are mainly concerned with the acquisition of active communicative skills, you should prepare oral assignments carefully in order to be able to participate freely in activities. Please bear in mind that even the most conscientious learning of all grammatical concepts and vocabulary, which are very important, will not suffice; meaningful practice (i.e., in real communicative situations) is essential. The success of this class will depend as much on your initiative as on the efforts of your instructor. Meet regularly with your instructor and FLTA outside of class—attend office hours to address issues, problems, concerns, confusions, or enthusiasm related to this course! We do not bite!

Your instructor will speak German in class. You will not understand every word, but do not worry about this; simply keep listening for words that you do know. Most of the time the expressions you already know, together with visual cues (including gesture and facial expression, but also posture, pointing, illustrations, etc.) and other contextual information will enable you to understand what is going on, and even to infer the meaning of new expressions. Gradually you will understand more and more if you make the effort to listen carefully every day. Also pay attention to what fellow students are saying. A good language learner is a willing guesser who accepts the uncertainty of not understanding every word.

It is also a good idea to try out newly learned phrases on classmates or other German-speaking acquaintances. Get extra practice by listening to and speaking as much German as possible, by browsing German websites, interacting with German exchange students, listening to German radio on the internet, or exploring vocabulary building apps.

Extracurricular Affairs:

In addition to the required three events, you are strongly encouraged to continue to participate in the many German-related extracurricular opportunities Linfield has to offer. The German Club would be delighted to welcome you!

Disability Accommodations:

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562). We also encourage students to communicate with faculty about their accommodations.

Non-Discrimination Statement:

Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <http://www.linfield.edu/sexual-misconduct/report-sexual-misconduct.html>. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Learning Support Services (LSS). If you experience discrimination, please reach out immediately to the Counseling Center or to your Dean.

Academic Integrity:

As a student, you are responsible for familiarizing yourself with the colleges' code of conduct detailed in the Student Handbook. Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college. Violations of academic integrity include but are not limited to the following: Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work. Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors. Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work. Facilitating Academic Dishonest: Knowingly helping or attempting to help another to violate the college's policy on academic integrity.

Note:

I reserve the right to make changes to this syllabus.

Korrekturzeichen

Qualität / Inhalt des Schreibens

Quality / Content of Writing

+	Mein Lieblingsteil in Ihrem Aufsatz!		My favorite part of your composition!
!	Dieser Satz/Diese Satzgruppe ist sehr interessant! Erzählen Sie mehr darüber!		This sentence / group of sentences is really interesting! Please tell me more!
?	Ich verstehe nicht ganz, was Sie meinen. Können Sie das anders formulieren?		I'm not sure I understand what you mean. Can you rephrase this?

Verben (& Tempus)

Verbs (& Tenses)

V	Die Verbform ist falsch. Überprüfen Sie: - Subjekt-Verb Kongruenz - Gebrauch des Hilfsverbs - Konjugation - Vergangenheitsform/Partizip - Stammvokalwechsel		The verb form is wrong. Check for: - subject-verb agreement - correct use of auxiliary - verb/auxiliary conjugation - past form/participle - stem-vowel change
T	Verb-Tempus		Verb tense

Nomen (& Kasus)

Nouns (& Case)

G	Genus		Gender
K	Kasus		Case
N	Numerus (Einzahl oder Mehrzahl)		Number (singular or plural)
E	(Adjektiv-)Endung		Ending (usually adjective ending)
*	auch möglich: G/K, G/N, G/E		e.g. G/K = ambiguous, whether G or K is problem

Lexis

Lexical Matters

W	Wort (falsche Wortwahl)		Wrong word (incl. wrong verb complement)
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Verschiedenes

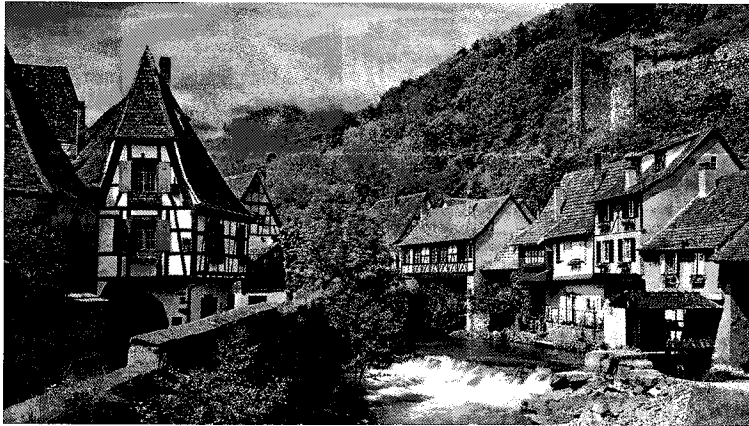
Miscellanea

S	Wortstellung		Word order
R	Rechtschreibung		Spelling
I	Interpunktion		Punctuation
^	Großschreibung		Should be capitalized!
v	Kleinschreibung		Should not be capitalized!
[Etwas fehlt		Something is missing

Example Begegnungsforum Posts that received full credit:

Author: Zach Grattan

Description: I'm also taking an Intro to Sociology course this semester, and it's pretty safe to say sociology as we know it probably wouldn't exist without a handful of German philosophers, like Marx and Weber. However, their works have been pretty thoroughly translated over the years. Ferdinand Tonnies, on the other hand, has two words that have been roughly translated to English, but are best kept in their German form. Tonnies talks about Gemeinschaft and Gesellschaft. Long story short, Gemeinschaft is characterized by human interactions where people are not forced to be together but are for whatever reason, be it social, traditional, or friendships. Gesellschaft is characterized by more impersonal interactions like a person might have with a business partner, where people are only brought together because they need something from one another. That's probably another reason why Gesellschaft often means "business." In class we had a really in depth argument about who, what, and where constitute a Gemeinschaft and a Gesellschaft. The general consensus is that Gemeinschaft looks like this:



and Gesellschaft looks like this:



What we learned is that it doesn't really matter who you're with, what you do, or where you are. Anything can be either. Family can be a Gesellschaft and a prison block can be a Gemeinschaft, it's all about how people treat relationships.

Reflection: It seems kind of funny that one of my goals of learning German has already started being fulfilled. I wanted to learn German as a means of rationalizing philosophy, religious, and political theory in its original language so that nothing gets lost in translation. Granted, Tonnies's terms can't quite be translated, but one of the goals of learning a language is to be able to understand a word in a different context, in this case, a German context.

Author: Steph Aliquo

Description: As many of you know, I am planning on studying abroad in Berlin next semester. In Berlin, I expect to be eating out a lot, and was curious to know more about German restaurants and eating behaviors. I found this video online of a German who explains to Americans the differences in eating styles and proper etiquette for dining out in Germany.

<https://www.youtube.com/watch?v=43iRooi7cvY> (Links to an external site.)

Reflection: I think this video is super helpful, as it incorporates German phrases into the video that are common when dining out, as well as points out cultural differences. Some of the things I learned are phrases like "Prost" and "Zum Wohl", not to pay with credit card {kein Plastik} and to finish all the food on my plate when eating at a friends house. Overall, Germans seem very polite when they dine out.

Author: Wyatt Pearson

Description: A music video by a German band named "200 Sachen" which means "200 things." I've liked them for a long time and this song, "Sekt zum Frühstück," which means "champagne for breakfast," is a really cool pop-punk type song with a lot of interesting timbre from various engineered sounds.

[Link](#) (Links to an external site.)

Reflection: It's not hard to find similarities between this song and many popular American tunes, especially those from the late 90's and early 00's. The heavy focus on power chords in conjunction with its quick and simple rhythm remind me of a less angsty Green Day but with all the punk-rock and pop influences. I really enjoy the key change at the end followed by their allusion to "ice ice baby." It's notable how much the British punk scene has influenced this band, especially in terms of dress (so many leather jackets) and sound. Western music, especially modern music, is so similar across Europe and America, something that this song shows very well.

