

Comprehensive Course Syllabus

Course Title

GERMAN III (WLG 330)

2018-2019

Course Description:

In Level III, students continue to build communication skills developed in Levels I and II. Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students narrate and describe past and present events; they predict future events. They develop critiquing skills. Students explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion or debate. Students demonstrate these language functions in various contexts (personal, social, political, socioeconomic, scientific, literary, artistic, historical and philosophical). Each quarter students will be expected to complete a project that requires them to gather and process information in the target language. Students may be asked to keep a journal throughout the school year as a reflective process and assessment tool. They will read selected authentic texts (fiction and non-fiction) and view a variety of films that will provide input for discussion. Typical topics in German III include: geography and history, east – west German relations, regional traditions, pop culture, cultural identity, gender roles, environmental issues, contemporary sociological issues like immigration and integration, contemporary life and issues of public discussion in Germany.

Course objectives:

- To increase your fluency and accuracy in speaking and writing German through discussion of texts, oral presentations, essays, and review of the grammar of modern spoken and written German.
- To develop your ability to read critically and to speak and write knowledgeably in German about everyday topics and current events in the German speaking world and the United States.
- To acquaint you with facets of contemporary life in German-speaking countries and thereby facilitate cross-cultural comparison and understanding.

INSTRUCTOR

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Meeting Days, Time and Room(s)

WLG330-101

ABCD

mod 8

A123

Texts / Materials:

- Reading and supplementary materials will be provided in class on a regular basis.
- Jamie Rankin/Larry D. Wells, *Handbuch zur deutschen Grammatik: Wiederholen und Anwenden*. Fourth Edition. Houghton Mifflin Company. Boston New York 2004.
- Any full size German-English/English German dictionary (strongly recommended: Harper-Collins - ISBN: 0-06-275511-0 or Collins German Concise Dictionary ISBN: 978-0-06-114183-6.
- Various supplementary grammar packets, exercises, teacher generated handouts, authentic reading and listening materials selected by the instructor.
- 2” three-ring binder with loose-leaf paper to be used only for German III class.
Pens and pencils.
- Laptop computer.
- Additional instructor-created materials will be made available as needed on Moodle <http://courses.imsa.edu> under IMSA Courses =>World Languages => Deutsch III. The enrollment key is “deutsch3”

Instructional Design and Approach:

World Languages teachers establish an immersion classroom where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.

Student Expectations:

You are expected to be a positive contributor to the community of learners that is the German III class. As a student of German at IMSA, you develop communicative competency within the immersion environment of our classroom. You are expected to speak German to the best of your ability and do not speak English unless instructed to do so. You are expected to be in class daily, to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. You should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and memorizing.

Immersion environment:

The German program at IMSA is based on immersion in the language. It means that you will be surrounded and covered by German at a level that is appropriate for you.

In our immersion-based classroom, our primary emphasis is on comprehension and communication in German. Communication should be understood to include spoken German, but also reading, aural comprehension and written communication. These forms of communication will often be referred to as interpersonal communication, presentational communication, and interpretive communication.

Our primary language for oral and written communication will be German. The basic expectation is that English is never used when the class is in the language production/acquisition mode. The only instances that you will ever hear or use English during class are:

- When we check understanding of reading or listening texts (interpretive mode of communication).
- When we review learning strategies.
- When we discuss assessment expectations.

Active class participation is essential to your success and to the success of the course. No high grades will be given to students who do not participate and/or break into English while we are in the acquisition mode.

The amount of time outside of class that a student requires to become proficient in German varies from individual to individual. A reasonable expectation is that German III students spend minimum 30 minutes outside of class per day doing homework and reviewing for a total of 3 - 4 hours per week. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods. Class time and study time outside of class should be constructed essentially as time devoted to practice in which the various skills can be refined in order to ensure success at the time of assessment.

Attendance Expectations:

Students are expected to be in all classes on time and for the entire time, unless properly excused by the Academy via the Attendance, Nurse's, Counselors' or Principal's Office. All students should arrive in their assigned classroom location prior to start of class.

Unexcused tardiness is disruptive to the instructional process and forces the teacher into unnecessary repetition. If a student is more than 10 minutes late for a class, the unexcused tardy may change to an unexcused absence. I will not inform you if you have too many tardies or absences; it is the responsibility of students and parents to check the attendance record in Power School. If you are absent, it is your responsibility to turn homework in as soon as possible, to inform yourself of what we did in class, and to obtain the new homework. I cannot replicate what we did in class so you must make every effort to be ready to work and participate in class on the day of your return. Long-term absences due to illness will be dealt with on a case-by-case basis.

Academic Honesty:

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. Students are to act so that they are worthy of the trust bestowed on them by teachers and peers, conduct themselves honestly, and carry out their responsibilities with honor and fairness.

Cheating, plagiarism, and inappropriate collaboration are examples of a breach of academic integrity. Cheating includes: copying another person's work and representing it as your own; acting contrary to the teachers instructions regarding collaboration; seeking unfair advantage, use notes on the test (unless permitted), getting exam questions from an earlier test taker, and aiding and abetting another in cheating.

Specific examples of cheating in the foreign language classroom include: using an English version of a foreign language text and using an online translator for more than individual words. When in doubt, ask the teacher for clarification.

Assessment Practices, Procedures, and Processes:

Students are assessed **daily** through their participation and engagement in the production of written and spoken language, and on reading and listening comprehension. Essential elements of effective communication are comprehensibility and comprehension, language control, creative use of vocabulary in context, communication strategies and cultural awareness. To measure your developing proficiency in German our assessments will reflect one of the three modes of communication: interpretive, interpersonal and presentational. You will receive feedback after performing each task to help you prepare for completion of the subsequent task as all tasks within a thematic unit are interrelated and built upon one another. In the same way that no skill exists in isolation as the language is being acquired, we will try to assess your integrated, natural progression. A variety of assessment tools will be used, including:

- individual, paired and small group work
- informal conversations in small and large groups
- in-class discussions and presentations
- video and audio recordings of conversations and discussions
- writing samples and compositions
- reading and listening comprehension
- discrete item tests, quizzes and examinations
- group projects
- participation and attendance

Our major assessments will be structured around three modes of communication. Your final course grade will be computed based on total points in the following categories:

- Interpretive communication (listening and reading comprehension)
- Interpersonal communication (spoken and written two-way communication)
- Presentational communication (oral and written one-way communication)
- Homework, grammar quizzes, miscellaneous short assignments
- In-class oral and written language production

Interpretive communication will be assessed on a daily basis by means of student comprehension in teacher/student and student/student conversation, listening to audio/video discs and tapes, carrying out tasks based on oral discourse, and various aural activities.

Interpersonal and oral presentational communication will be assessed by means of informal checks of in-class conversations, and by more formal video taped or recorded conversations and presentations.

Written presentational communication will be assessed by means of regular writing assignments and occasional projects. Students should focus on accuracy in syntax, spelling, incorporating new and old grammatical structures, and use of new and old vocabulary in an appropriate context.

You will be regularly asked to self-assess your learning, to engage in peers' critic and reflect on your learning experience. Throughout the year you will create an electronic portfolio of video and audio assessments and a portfolio of written work which will allow you to reflect on your progress.

In order for you to clearly understand what constitutes the targeted outcome of your learning experience, what meets, does not meet or exceeds expectations for your level, you will receive rubrics for interpretive, interpersonal and presentational modes, which are meant as a constant reminder of what the components of effective communication are for the communicative task in which you participate and which Standards of Significant Learning are targeted in this learning experience.

You need to refer to those rubrics to see what performance constitutes a particular grade (exceeds expectations = A, meets expectations=B, B+ (strong) or B- (weak), does not meet expectations =C).

All assignments will be awarded a 10, 20, or 30 point value, depending on the length of the assignment, and the time and effort required to produce the work. The point distribution relates to letter grades in the following manner:

(A+)	30	20	10
(A)	28.5	19	9.5
(A-)	27	18	9
(B+)	26.4	17.6	8.8
(B)	25.5	17	8.5
(B-)	24	16	8

(C+)	23.4	15.6	7.8
(C)	22.5	15	7.5
(C-)	21	14	7
(D)	0	0	0

Homework:

You will have homework almost everyday. It may be written, oral, or simply review. Some assignments will be collected and graded; others, I will simply check to see you have completed it. Timely completion of homework is essential for successful participation in class. All assignments must be handed in on time. All assignments, hand-written or typed, and quizzes must be double-spaced. Please make every effort to write neatly and legibly. **If I cannot read your writing, I cannot assess your work.**

You will also do short written assignments of a paragraph or two, targeting a grammar structure or specific vocabulary. Most shorter daily homework assignments will be worth 10 points. When I collect the homework, the breakdown of points will be as follows:

- 10-9 neat, complete, almost perfect
- 8-7 neat, almost complete, minimal errors
- 6-5 about ½ complete, with significant grammar errors related to the lesson
- 4-3 incomplete, not very legible, evidence of lack of effort or major miscomprehension of lesson
- 2-1 Less than ½ complete, or too much of it is incorrect and/or I can't read enough of your handwriting to know if the grammar and vocabulary are correct.
- 0 Student did not submit or complete assignment.

QUIZZES (*Teste dich!*) will be both graded and non-graded. I will collect those that will receive a letter grade. If you are absent on the day a quiz is given, you have 48 hours from the time of the quiz to make it up. However, it is your responsibility to make up the quiz. I will not approach you on this matter.

Sequence of Major Topics and Activities:

Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be provided at the start of each unit. A precise timeline is not possible, because assessment is driven by instruction and progress in assimilation of material and concepts.

Essential Questions:

These are questions that are not answerable with finality in a brief sentence - and that's the point. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions - including thoughtful student questions - not just pat answers. They are broad, full of transfer possibilities. The exploration of such questions enables us to *uncover* the real riches of a topic. Deep and transferable understandings depend upon framing work around such questions. Grant Wiggins and Jay McTighe, *Understanding by Design*, Expanded 2nd Edition, p. 106

In German III, you will sometimes address essential questions in a homework assignment, most often through a forum post; other times, you will address them by way of class activities and final unit assessments.

- I. Sommerferien und das neue Schuljahr – review of past tense and word order.
- II. Die deutsche Geschichte des 20. Jahrhunderts – 1871 bis Wiedervereinigung – introduction of passive voice.
- III. *Die Lisa. Eine deutsche Geschichte*. A children’s book describing historical events through a personal story. Simple past, passive voice, past perfect tense, introduction of the conjunction „obwohl“ and adverb“trotzdem.“
- IV. *Das Wunder von Bern*. Deutschland fünfziger Jahre – Land und Leute. A story of Miracle of Bern told in the background of a post-war family story. Past tenses, reflexive verbs.
- V. Das Leben der jungen Leute im geteilten Deutschland. *Sonnenallee*. Ein Ostalgie-Film. Passive voice, past tenses.
- VI. *Good Bye, Lenin*. Nach dem Fall der Mauer. Geschichte und Gegenwart Berlins. Conjunctions.
- VII. Das deutsche Selbstbildnis und die deutsche Nationalidentität. Nationalstolz.
- VIII. Deutschland – ein *multi-kulti* Land. Ausländer in Deutschland. Rassismus. Der Jugendroman *Yildiz heisst Stern* und die Seifenoper *Türkisch für Anfänger*. Integrationsdebatte. Assimilation oder Integration? Flüchtlingspolitik. Introduction of subjunctive mood.
- IX. Deutschland: Land der Ideen. Deutsche Erfindungen und Entdeckungen. Deutsche Nobelpreisträger. Relative sentences.
- X. Das grüne Deutschland. Die Probleme der Umweltverschmutzung und des Energieverbrauchs. *Atomenergie? Nein, danke!* Die deutsche Lösung.
- XI. Architektur. Baukunst in Chicago.
- XII. Deutsche Musikszene.

In addition, you will be working throughout the year with *Handbuch zur deutschen Grammatik*. German III is primarily a grammar review, not a grammar course. With a few exceptions (passive voice, subjunctive and relative sentences), you will not learn anything that you haven’t learned somewhere already. This means that your instructor will not be making extensive formal presentations in class, but rather you will be working on grammar outside of class and preparing assigned exercises. Remember that grammar in German III is not an end in itself, but a means to help you communicate more effectively in speaking and writing.

At the end of January all German III students will be required to take 2018 AATG National German Exam.

Standards of Significant Learning and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thought by

- ❖ controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- ❖ engaging in oral and written discourse
- ❖ using strategies that enhance the effectiveness of communication
- ❖ applying content knowledge to create with the target language.
- ❖ providing and obtaining information
- ❖ decoding written and spoken language on a variety of topics
- ❖ presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- ❖ transferring content knowledge in alternative scenarios and new problems

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by

- ❖ recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- ❖ processing information on the nature of language and/or culture
- ❖ identifying patterns among language systems

IV.B. Students are expected to write and speak with power, economy, and elegance by

- ❖ providing and obtaining information
- ❖ presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- ❖ controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- ❖ using strategies that enhance the effectiveness of communication
- ❖ engaging in oral and written discourse on given topics
- ❖ recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- ❖ compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background

IV.D. Students are expected to develop an aesthetic awareness and capability by

- ❖ recognizing that language learning is not a word-for-word translation process, but is the acquisition of an entirely new set of concepts.
- ❖ recognizing that people of other cultures view the world from a perspective different from their own
- ❖ experiencing more fully the artistic and cultural creations of other cultures

VA. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by

- ❖ recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world

- ❖ assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- ❖ engaging in oral and written discourse
- ❖ providing and obtaining information
- ❖ expressing feelings and emotions
- ❖ exchanging opinions
- ❖ compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- ❖ explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- ❖ demonstrating mutual cultural understanding and respect
- ❖ engaging in meaningful direct interactions with members of other cultures
- ❖ sharing their knowledge of language and culture

To reference IMSA's World Language Learning Standards:

www.imsa.edu/learning/standards/wlang.php

**WAS, WAS, WAS IST DAS?
DAS IST DEUTSCH UND
DEUTSCH MACHT SPAß!**