

SYLLABUS,

German 101 Spring 2016

Dr. John Arensmeyer

Tu, We, Th, F 12-12:50pm THH 217

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REQUIRED TEXTS

(You will need the textbook on the first day of classes!!!!!!!!!!)

Book/Workbook: Christine Anton, Tobias Barske, Jane Grabowski and Megan McKinstry. Sag Mal. An Introduction to German Language and Culture. Boston: Vista Higher Learning 2014.

Complete packaged course materials are available only at the USC campus bookstore and online via USC's custom VHL store site:

<http://vistahigherlearning.com/store/unisocal.htm>

RECOMMENDED TEXT

Zorach, Cecile. English Grammar for Students of German. Ann Arbor: Olivia and Hill Press

Welcome to the German program at USC!

LEARNING OBJECTIVES FOR THE USC GERMAN STUDIES PROGRAM:

The student learning objectives of the German Studies Program at USC closely align with the Foreign Language Standards developed by the American Council of Foreign Languages (ACTFL). The 5 language learning goals (Communication, Cultures, Connections, Comparisons and Communities) as outlined by ACTFL are at the core of the program's teaching philosophy. At each level of language acquisition and cultural proficiency training all 5 language-learning goals are integrated into the German Studies Program. Mastery of the language (the traditional four skills: listening, reading, writing and speaking) is informed by cultural knowledge and vice versa.

For more detailed information about the ACTFL Foreign Language Standards or 5Cs, please visit the following website:

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

The learning objectives for students taking lower division language classes (up to and including German 221) to fulfill the Dornsife College language requirements are:

- oral proficiency in German on the intermediate level (http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf), participating in conversations on personal interest and familiar topics. Can handle short social interactions in everyday situations. Presentational language abilities on familiar and some researched topics.
- writing proficiency in German on the intermediate level on a variety of topics related to personal interest and everyday life. Presentational language abilities on familiar and some researched topics.
- close reading skills of authentic texts (including written and other forms of texts) in German.
- the ability to develop effective and some nuanced lines of interpretation of these texts
- to gain insight into the significance of cultural products and historical events in German speaking countries, evaluating these in a global context considering their impact on a variety of disciplines and world events.
- to be able to exhibit awareness of cultural and historical differences between the culture of German-speaking countries and the student's native culture.

The learning objectives for the German Studies minor above and beyond the already mentioned expected learning outcomes are (provided that students who declared a minor do study abroad for at least one semester [which the majority of students does] and that German Studies minors take most of their electives taught in German within the German Studies Program):

- achieve language proficiency skills on the advanced (low) level (http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf), which will allow students to communicate actively, appropriately and effectively in a variety of settings (most informal and some formal). They can express their opinion about topics relating to everyday life and some more complex issues. Students can write on general interest and some academic and professional topics.
- gain familiarity with a variety of representative cultural products and narratives of German-speaking countries including texts and objects relating to fine arts, literature, film, music, pop-culture, philosophy, history, politics and the economy.
- develop analytical and critical thinking skills demonstrated in the ability to interpret and critically analyze an array of texts and artifacts while paying attention to the socio-historical context in which they were produced.
- attain some transcultural competency: an awareness of cross-cultural differences between societies and their economic and political structure, an understanding of how these differences inform cultural/personal identity. Students gain the ability to view themselves and the world from multiple perspectives.
- develop the ability to formulate basic research questions, to locate and use library and Internet resources appropriately.

COURSE OBJECTIVES

This class is intended to make you feel comfortable in listening, speaking, reading and writing German on an elementary level. A further goal of all German language classes at USC is to make you aware of the culture of German speaking countries and to compare and contrast that culture to your own. The instruction will be based on a student-centered approach that emphasizes your communicative proficiency. German 101 is a language course in which active participation is a necessary and fun part of the learning process.

COURSE DESCRIPTION

You will use a custom textbook in German 101 that covers chapter 1-5 of the Sag Mal book. The instructor will only speak German in class (except for some explanation of more advanced grammar concepts). At times, you may not understand every word. Do not be distressed by this! The classroom environment to some extent simulates authentic

situations that you will experience once you travel to German speaking countries. You will be actively engaged in communicative activities such as role-play, partner and group work and language games. Since in-class-time is designed to focus primarily on oral and listening development in German, as well as on answering your questions about homework assignments, grammar etc., your presence and punctuality every day is imperative.

ATTENDANCE is essential and absolutely necessary in order for language improvement to take place! If you have to miss a class period due to illness, you are expected to cover the assignment for the missed class and come fully prepared to the next session. It is your responsibility to provide documentation (doctor's note/authorization for disclosure of medical information from the health center, court documents etc.) for any absence. In the absence of written documentation, the instructor will assume you were absent without an excuse. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor. More than two unexcused absences will seriously affect your participation grade. You can earn extra credit by attending the GERMAN FILM SERIES. For every movie you watch you can earn one hour of extra credit. Look for flyers during the semester.

Class **PARTICIPATION** is crucial! You are expected to come to class having prepared the homework and/or current class projects, to have reviewed the necessary grammar, and to have learned the words and phrases covered in class. It is not your attendance (just showing up) per se that counts, but your active engagement in class. Please, speak only German while in class (even when you have already finished your assignment/project) - this effort will definitely assist your language learning progress. Make it a point to use the structures and vocabulary we have covered in previous chapters as much as possible. To actively and continuously use the material we have already covered in class will help you in expanding your vocabulary and communicative skills. Please, turn off your cell phones - ALL cell phone use (including texting) in class is not acceptable and will affect your participation grade.

HOMEWORK will be assigned on a regular basis. You are required to complete most assignments online at the publisher's "supersite" – please, use the help tools under the supersite 3.0 student resources at:

<http://vistahigherlearning.com/supersite-resources>

Student Tech Support:	
(800) 248-2813	
Monday -Thursday:	8am-3am EST
Friday:	8am-11pm EST
Saturday:	11:30am-8pm EST
Sunday:	11:30am-2am ES

Lists with questions (and possible answers) we covered for each chapter and assignments outside of the online workbook must be done in a professional manner, typed and turned in at the due date. Make-up homework will be given only in the event of an excused absence.

After every chapter a **TEST** will be administered. Test formats will be discussed prior to each exam. **NO MAKE-UP TESTS WILL BE GIVEN** unless **PRIOR** arrangements have been made in the event of an excused absence.

You will have an **ORAL** in week 13. It will cover chapter 1-4.

As part of German 101 you will work on a **PROJECT** together with one or two classmates. You will actively use the language skills you have acquired in class up to the week during which you will introduce your project to your classmates. You will write a short dialogue (i.e. interview with a famous person) and perform it, or design a Jeopardy game and play it with your classmates.

PRACTICE: To really acquire skills in a foreign language four hours of class time a week is not sufficient! Building your German language skills, requires daily practice. Your instructor will do everything possible to help you along the way, but ultimately it is up to you to take initiative. Here are some suggestions for additional practice:

- form study/conversation groups and practice your speaking skill outside of the classroom.
- watch German movies in Leavey Library, on Netflix or at the Language Center.
- participate in the German Club and come to the German Club events organized each semester.
- Use the training material on the publisher's website: <https://www.vistahigherlearning.com/supersite-resources> and the additional online resources available for "Sag Mal" on the supersite.
- watch German news, visit the Deutsche Welle website <http://www.dw-world.de/dw/0,,265,00.html?id=265> or listen to German radio on the Internet
- visit the Goethe Institut <http://www.goethe.de/ins/us/los/enindex.htm> or the Villa Aurora http://www.villa-aurora.org/index.php?page=home_en
- take advantage of the conversation hours all German instructors offer as much as you can.
- use the Language Center resources - look under media catalogue at: <http://language.usc.edu/languages/german.html>
- consider **STUDYING ABROAD**. Ask you instructor about a semester or yearlong program in Berlin or Dresden and visit the website of USC's office of Overseas Studies: <http://dornsife.usc.edu/germany-dresden/>
<http://college.usc.edu/germany-berlin>
- review sections of the textbook which have been covered in class on an ongoing basis

GRADING POLICY

participation	15%	homework	25%
tests	25%	oral	10%
lesson quizzes	5%	project	5%
final	15%		

GRADING SCALE

A	94 – 100	D+	67 – 69
A-	90 – 93	D	63 – 66
B+	87 – 89	D-	60 – 62
B	84 – 86	F	59 and under
B-	80 – 83		
C+	77 – 79		
C	74 – 76		
C-	70 – 73		

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. **Examples of Academic Misconduct include, but are not limited to:**

- **THE USE OF ANY TRANSLATION SOFTWARE**
- **PLAGIARISM**
- **FAILURE TO CITE SOURCES IN AN ESSAY**
- **ANY EDITING/WRITING HELP FROM ONLINE TRANSLATORS or ANY PERSON other than USC instructors**

See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. On the following webpage are some guidelines on how to properly document outside sources and how to avoid plagiarism: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>)

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the

report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. Please make sure to alert your instructor to the requested academic accommodations immediately and to deliver the DSP letter to him/her as soon as possible. DSP is located in Grace Ford Salvatori Hall 120, 3601 Watt Way and is open from 8:30 AM to 5:30 PM Monday through Friday. The phone number for DSP is: 213- 740 0776. E-Mail: ability@usc.edu

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

TENTATIVE COURSE CONTENT

<u>Week</u>	<u>Topic(s)</u>
1 Jan. 11-15 Lektion 1A	-Introduction Vocabulary: Introducing yourself Alphabet -Aussprache und Rechtschreibung -Culture: Hallo Deutschland Grammar: Gender, articles, and nouns, compound nouns, plurals, subject pronouns, sein, and the nominative case Fotoroman 1A
2 Jan. 19-22 Lektion 1B	-Zapping Familien fahren besser mit der Bahn 1A Quiz 1A Vocabulary: In school Numbers, Aussprache und Rechtschreibung -Culture: Die Deutschsprachige Welt: Brandenburger Tor, Auf Wiedersehen, Goodbye Die Schulzeit, Deutschsprachige Welt: Der Schultag, Süßer Beginn Grammar: Haben and the accusative, word order NO CLASS JANUARY 18th: MARTIN LUTHER KING HOLIDAY
3 Jan. 25 -29 Lektion 1B	Fotoroman 1B Panorama: Die Deutschsprachige Welt - Schweiz, Österreich, Deutschland Lesen - Schreiben -- Hören

<u>Week</u>	<u>Topic(s)</u>
Chapter Test 1 Lektion 2A	Chapter Test 1 - Day 3 Vocabulary: University Grammar: Regular Verbs
4 Feb. 1-5 Lektion 2A	Aussprache und Rechtschreibung Grammar: Regular verbs, interrogative words Talking about time and dates Fotoroman 2A Culture: University life, Die Deutschsprachige Welt: Bologna Prozess, Uni Basel
5 Feb. 8-12 Lektion 2B	Zapping 2A Quiz 2A Vocabulary: Sport and Free time activities Grammar: Stem-changing verbs, present tense used as future, negation Culture: Skifahren im Blut, Deutschsprachige Welt: Mesut Özil, Die Deutschen und das Fahrrad Aussprache und Rechtschreibung
6 Feb. 16-19 Lektion 2B continued Chapter Test 2	Grammar: Present tense used as future -- Negation -- Stem-changing verbs , doch, asking questions Culture: Panorama Kapitel 2: Berlin, Karlswald-Universität Fotoroman 2B Chapter Test 2 Grammar: Possessive adjectives Vocabulary: Family NO CLASS FEBRUARY 15th: PRESIDENTS' DAY
7 Feb. 22 - 26 Lektion 3A	Vocabulary: Family Grammar: Possessive adjectives , Descriptive adjectives and adjective agreement Aussprache und Rechtschreibung Culture: Eine deutsche Familie, Fotoroman 3A
8 Feb. 29- March 4 Lektion 3A continued	Quiz 3A Grammar: Descriptive adjectives and adjective agreement, modals, gern and nicht gern Fotoroman 3B Zapping Volkswagen Culture: Auf unsere Freunde, Die Deutschsprachige Welt: Es wird geheiratet, Ernst August von Hannover
9 Mar. 7-11 Lektion 3B Chapter Test 3	Aussprache und Rechtschreibung Grammar: Prepositions with the accusative, the imperative, modals Culture: Panorama Kapitel 3 - Deutsche und die USA, Kanada, Hunde und Katzen Chapter Test 3 SPRING RECESS: MARCH 14th-20th

<u>Week</u>	<u>Topic(s)</u>
10 Mar. 21-25 Lektion 3B (cont.) and 4A	Vocabulary: Food Aussprache und Rechtschreibung Grammar: The modal mögen/möchten, adverbs, separable and inseparable prefix verbs in textbook Culture: Der Wiener Naschmarkt, Deutschsprachige Welt: Wolfgang Puck, Das ist eine Tomate, oder?
11 Mar. 28-April 1 Lektion 4A continued	Grammar: Separable and inseparable prefix verbs, adverbs, the dative, prepositions with the dative Vocabulary: In the restaurant Fotoroman 4A Culture: Die Deutschsprachige Welt: Figlmüller, Ausländische Spezialitäten, Wiener Kaffeehäuser Quiz 4A
12 April 4-8 Lektion 4B cont. and 5A	Grammar: The dative, prepositions with the dative Fotoroman 4B Aussprache und Rechtschreibung Culture: Panorama: Österreich, Die ersten Monate in Graz
13 April 11-15 Lektion 5A	Chapter Test 4 Grammar: Present perfect, accusative pronouns, dative pronouns Culture: Deutschsprachige Welt: Weihnachten, Sternsinger, Das Oktoberfest Student presentations Orals
14 April 18-22 Lektion 5B	Grammar: Present Perfect, accusative pronouns, dative pronouns Student presentations
15 April 25-29 Lektion 5B semester review	Quiz 5A Grammar: Present Perfect, two-way prepositions, Setzen-stellen-legen Aussprache und Rechtschreibung Wissen and kennen Culture: Panorama: Bayern -Review for final

FINAL:

Saturday May

7th, 4:30-6:30 PM -- Room TBA

NO EXCEPTIONS!

IMPORTANT DEADLINES:

January 29th:

last day to register and add classes

last day to drop a class w/o mark of "W"

last day to change enrollment option to Pass/No Pass or Audit

April 8th:

last day to drop a class with mark of "W"

