**SYLLABUS**

 German 101 Fall 2016

Dr. Eve Lee

THH 113 at 9:00 -9:50 AM & 11:00-11:50AM Mon., Tues., Wed., Thurs.

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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. 2nd edition.** Boston: Vista Higher Learning 2017. ISBN 978-1-68004-428-7

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 must be in class **on time**. **Three tardy appearances** in class will result as an unexcused absence! 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

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.

Learning a language and learning about the CULTUREs of countries where the language is spoken are part and parcel of developing intercultural expertise. You will never be able to learn (about) one without the other. Thus, it is important for you as a language learner of German to expose yourself to German culture. You are required to attend 4 events during the semester that cover German culture. You receive 5 points each for a total of 20 points at the end of the semester. You could for instance attend the German film series, lectures on campus focusing on a topic related to German speaking countries, a Thornton Music School concert featuring German composers etc. You can also watch a film checked out a Leavey library.

If you are attending an (other than the German Studies Film Series where an attendance sign-up sheet is available), you will have to write a short paragraph in English that shows personal engagement with what was covered during the event (not a summary taken from the Internet, please).

For institutions around L.A. that offer events where you can experience German culture please check the program website: http://dornsife.usc.edu/usc-german-studies-program/about-the-program/ On the bottom of the page is a list with different organizations in L.A. Under “Useful Campus Links on the side of the page are also links to the School of Music events and the film school film series. You should also like our German Studies Facebook page for announcements of lectures etc.: https://www.facebook.com/USCGermanstudies

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 20%

tests 25%

oral 10%

lesson quizzes 5%

project 5%

final 15%

culture 5%

GRADING SCALE

A 94 – 100 A- 93-90 B+ 87-89 B 84-86 B- 80-83 C+ 77-79

C 74-76 C-70-73 D+ 67-69 D 66-63 D-60-62 F 59 and under

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

Week Topic(s)

**1**

Aug. 22-25

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**

Aug. 29-Sept. 1

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.

**3**

Sept. 6-8 (Sept. 5: Labor Day: No classes) Lektion 1B Lektion 2A Fotoroman 1B Panorama: Die Deutschsprachige Welt - Schweiz, Österreich, Deutschland. Lesen – Schreiben -- Hören **Chapter Test I Sept. 8.** Vocabulary: University Grammar: Regular Verbs.

**4**

Sept.: 12-15

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**

Sept. 19-22

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**

Sept. 26-29

Lektion 2B continued.

Grammar: Present tense used as future -- Negation -- Stem-changing verbs , doch, asking questions Culture: Panorama Kapitel 2: Berlin, Karlswald-Universität Fotoroman 2B. **Chapter Test II** Grammar: Possessive adjectives Vocabulary: Family.

**7**

Oct.: 3-6

Lektion 3A Vocabulary: Family Grammar: Possessive adjectives, Descriptive adjectives and adjective agreement. Aussprache und Rechtschreibung. Culture: Eine deutsche Familie, Fotoroman 3A.

**8**

Oct. 10-13

Lektion 3A continued.

**Quiz 3** A Grammar: Descriptive adjectives and adjective agreement, modals, gern and nicht gern Fotoroman 3B Zapping Volkswagen Culture: Auf unsere Freunde, Die Deutschsprachige Welt: Es wird gehreiratet, Ernst August von Hannover.

**9**

Oct. 17-20

Lektion 3B

 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 III.**

**10**

Oct. 24-27

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**

Oct. 31-Nov. 3

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**

Nov. 7- 10 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**

Nov. 14-17

Lektion 5A **Chapter Test 4** Grammar: Present perfect, accusative pronouns, dative pronouns Culture: Deutschsprachige Welt: Weihnachten, Sternsinger, Das Oktoberfest Fotoroman 5A Student presentations **Orals.**

**14**

Nov. 21-22 (No classes on Nov 23 or 24: (Thanksgiving)

Lektion 5B

Grammar: Present Perfect, accusative pronouns, dative pronouns Student presentations

**15**

Nov. 28- Dec. 1 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 Exam.

FINAL: **Saturday December 10th, 4:30-6:30 PM** -- Room TBA

NO EXCEPTIONS!

IMPORTANT DEADLINES:

September 9th: last day to register and add classes, last day to drop a class w/o mark of “W”, and last day to change enrollment option to Pass/No Pass or Audit.

October 7th: last day to drop a class with mark of “W”.

 

 