

German 470

ADVANCED COMPOSITION AND STYLISTICS Fall 2023

Dr. Britta Bothe

M, We: THH 113 2-3:50PM

Office Hour: T 2:15-3:30 pm, Th 1:15-2:30 pm

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TEXTS:

- Dykstra-Pruim, Pennylyn and Jennifer Redmann Schreiben Lernen. Yale University Press, 2012
- Donahue, Frank E.A. Deutsche Wiederholungsgrammatik: A Morpho-Syntactic Review of German. Yale University Press. 2009.
- *optional: Wahrig. Deutsches Wörterbuch*. Bertelsmann.

WELCOME TO GERMAN 470!

COURSE OBJECTIVES

Upper-division courses such as German 470 are a continuation of German 221. It is a student-centered course. The course curriculum is intended to:

- further your knowledge of the culture of German speaking countries
- make you feel comfortable in communicating in German on an intermediate (+) level
- review and consolidate grammatical structures you have studied during the first four semesters of German language instruction at USC.
- prepare you for applying your German skills in “real-life” by developing your language, your cultural and your critical skills in a learning environment that is interesting and challenging but not overwhelming. An environment where you take ownership of the class and the material we cover.

LEARNING OBJECTIVES

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 organization in the United States that is setting national language acquisition standards. The 5 language learning goals (Communication, Cultures, Connections, Comparisons and Communities) as outlined by ACTFL are at the core of the German Studies program’s teaching philosophy. At each level of language acquisition and cultural proficiency training all 5 language-learning goals are integrated into the curriculum. 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 websites:

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

<https://www.languagetesting.com/pub/media/wysiwyg/PDF/commercial-brochure.pdf>

Can- Do statements:

- ***Interpersonal Communication:***

Students can communicate on familiar topics (including topics for German 221 plus art, music, events, basic political issues, starting to express basic opinions) by producing a series of sentences and are starting to use some paragraph length discourse, familiar with all major time-frames and able to narrate in the past though not consistently, can handle a variety of social interactions (i.e. while travelling in an area where the target language is spoken) and routine tasks, can ask a variety of questions about everyday life, activities. And some more abstract topics (INTERMEDIATE (+) 80%)

- ***Presentational Speaking:***

Students can present information about familiar topics (including topics for German 221 plus art, music, events and basic political issues), by producing a series of sentences and by starting to use paragraph length discourse. Can narrate simple stories and relate some experiences in the past (INTERMEDIATE (+) 60%)

- ***Presentational Writing:***

Students can write series of sentences about most familiar topics, experiences and personal interest and are able to express some opinions about up-to-date immediate issues in their lives. They are able to describe some experiences and express basic opinions. (INTERMEDIATE (+) 80%)

- ***Interpretive Listening:***

Students can understand the main idea and most details in announcements and presentations on familiar topics in clear standard speech. They can understand the main idea of basic conversations including past narration and can also understand some forms of media. (INTERMEDIATE (+) 80%)

- ***Interpretive Reading:***

Students can understand the main idea and most details of longer texts and they can fully and with ease understand short texts that are not complex on personal and social topics. Students are able to work with texts using all time-frames. (INTERMEDIATE HIGH 80%)

- ***Culture:***

demonstrate 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.

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For the learning objectives of the German Studies Program at USC please visit:

<http://dornsife.usc.edu/usc-german-studies-program/german-studies-program-learning-objectives/>

COURSE DESCRIPTION:

This class is intended to make you feel comfortable in discussing as well as reading and writing about contemporary cultural and social developments. film and literature in the German-speaking countries on an advanced level. The focus of the class will be to further the development of your writing skills and compositional strategies in German. The emphasis is on writing as a process, the development of writing strategies, and the enhancement of critical and evaluative skills. The analysis of authentic texts/movies, commentary on field trips and extensive practice in various modalities of written German, such as description, narrative, letters/e-mails, report, critical review, and interpretation are aspects going to be covered in the course of the semester. All of the above will of course require a review of the advanced grammar needed to hone your writing skills.

Students are expected to comply with all aspects of USC's COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards.

Course Objectives and Assessment:

The educational objectives and testing methods used in this course are categorized below.

Objective:

- **encourage students to engage with a variety of different texts in German (including news articles, video clips, German literature & film), and develop students independent research skills employing a range of academic resources**
- **enhance student's capacity to analytically read, dissect, manage and synthesize information in the target language from a wide range of material and to make connections and comparisons to their own perspective/culture**

- hone students' ability to interpret and critically discuss (in writing & orally) these different texts in German.
- enhance the ability of students to write a variety of different texts including interpretive analysis of a text/film, expressing more complex arguments in German.
- enable students to give well informed presentations and enhance their capacity for partner and group work
- at the end of the semester, students will demonstrate a solid understanding of the contemporary issues in German speaking countries that were discussed during the course of the semester and feel comfortable to discuss these issues at an intermediate high to advanced language level.

Form of Assessment: Discussions, exams, short quizzes, oral, presentation, 3-minute presentations, essays, blog, other homework assignments and portfolio.

ATTENDANCE AND TARDINESS

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 for language learning to take place, since class time is your opportunity to practice your oral listening and speaking skills as well as to interact with other students and the instructor in person.

Official USC policies allow for excused absences in case of serious illness, observance of religious holidays, deaths of immediate family members, jury duty and active participation in university sponsored events (ROTC activities, athletic competitions etc.)

It is of particular importance that a student who anticipates absences receives prior approval from the instructor, and in case of illness notifies the instructor as soon as possible. If you have to miss a class period, 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 missed class time. In the absence of written documentation, the instructor will assume you were absent without an excuse. More than two unexcused absences will adversely affect your participation grade. Numerous absences will obviously also have an effect on your performance on tests and the oral examination due to the lack of practice and interaction in the language. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may suggest to you to drop the class.

Coming late to class or leaving early is disruptive to the learning/teaching process. TARDINESS will have an adverse effect on your participation grade

PARTICIPATION and the USE OF ELECTRONIC DEVICES

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, keep in mind that the goal in class for participation is communication not absolute perfection. You are not expected to speak without ever making any errors!! In fact, mistakes are expected and part of a successful learning process!!

Your participation grade will be assessed using the following criteria:

- **You 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.**
- **Active participation in individual, pair and group work and successfully completing the given tasks. This includes helping your fellow students.**

Electronic devices may only be used for classroom activities when expressly asked by the instructor to use such devices. ALL OTHER USE of electronic devices is not acceptable. The classroom environment is interactive, requires active, focused participation and also relies on respectful behavior of all participants. Please, turn off your cell phones upon entering the classroom!!! ALL unauthorized use of electronic devices during class is not acceptable and will affect your participation grade!

2) Exams.

Final Paper: At the end of the semester, you will write a 4-page paper on one of the suggested topics relating to “die Verwandlung” by Franz Kafka - or another topic that I approve. An outline is due on Monday of the last week of classes. The final paper is due on:

December 4th, 2023, 12PM - NO EXTENSIONS WILL BE GIVEN for either the rough draft or final deadline.

Throughout the semester we will have some Quizzes covering vocabulary, grammar and writing.

MAKE-UP Quizzes:

NO MAKE-UP QUIZ WILL BE GIVEN unless PRIOR arrangements have been made in the event of an excused absence – in this case, you will have a week from the date of your absence to make up the written work.

3) Throughout the semester, there will be various short ASSIGNMENTS that will require each student to do some research, to report his/her findings to the class and to write a short paragraph. PLEASE, REMEMBER THAT THE USE OF (ONLINE) TRANSLATORS or ANY KIND of OUTSIDE HELP for class assignments is prohibited and violates THE UNIVERSITY CODE OF CONDUCT!!!! You may receive no credit and/or will be asked to re-submit your assignment for partial credit only if you do not adhere to the university code of conduct.

Other assignments will include:

A. A number of preparatory reading/research assignments (of short texts), which will be important for our discussions in class. (Please take notes and prepare questions!) Every student will sign up for a subscription of the daily Deutsche Welle newsletter (world news in German) www.dw-world.de.

B. Essays: Topics will normally be assigned on Wednesdays and are due the following Monday. The minimum length of each composition will vary from one page to three. Writing assignments should be typed in Times New Roman, 12- point font, double-spaced, all margins 1 inch. A second draft is mandatory within a week of receiving the corrected first draft. No exceptions are made, and no late work will be accepted.

C. Project - Seifenoper/Krimi/Newscast: During this course you and your classmates will produce a soap opera/news cast/detective story. In groups of two students, you will write and perform on video a single episode (minimum 5 minutes).

D. 3-Minute Presentations: These presentations are not formal presentations but rather short commentaries about an article/topic that will serve as an introduction to the class discussion that day or short “panel discussions” where the pros and cons of an issue are debated. Each student will be responsible for two of these mini presentations. Please base your analysis on research to present the class with well-founded arguments.

E. Journal: Each student will contribute shorter paragraphs to a reading journal. Every week you will write at least one entry on current news, texts, pod casts or videos we cover in class or texts that you explore independently from the class. (Absolute minimum: 175 words) The journal can be a paper version (individual sheets – no booklet) or on a blog and should/could include links to articles, music, video, programs and could also include pictures etc. Make sure to allow me author privileges.

F. Vocabulary lists: Each student is responsible for compiling a vocabulary list using unfamiliar words covered in class (the format will be discussed in class) – you will hand in a list every other week.

G. Culture. 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>

H. Portfolio: Each student is responsible for an individual portfolio. This will consist of all the essays and homework assignments, vocabulary lists for topics we covered in class, your dialog you wrote for the presentation and a final statement about your learning experience.

PRACTICE OUTSIDE OF THE CLASSROOM

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:

- Follow our German Studies Facebook page for announcements of lectures, film series, concerts etc. and attend these events: <https://www.facebook.com/USCGermanstudies>
- Form study/conversation groups and practice your speaking skill outside of the classroom.
- Watch German movies in Leavey Library: STREAMING: <https://libguides.usc.edu/c.php?g=1036334&p=7547006> , VIDEO: https://uosc.primo.exlibrisgroup.com/discovery/search?query=holding_call_number,contains,lvydvd,AND&pfilter=rtype,exact,videos,AND&tab=LibraryCatalog&search_scope=MyInstitution&sortby=date_d&vid=01USC_INST:01USC&facet=lang,include,ger&lang=en&mode=advanced&offset=0 , on Netflix or Kanopy <https://usclib.kanopy.com> participate in the German Stammtisch and come to the German Club events organized each semester <https://www.facebook.com/groups/502269163134151/>
- Attend events on campus organized by the Center for Languages and Cultures, German Club, Stammtisch meetings, Max Kade Institute etc. – these events will also be announced on our Facebook page.
- Use Language Line to practice your speaking skills: <https://languagelineprogram.com>. This is a program that was created by a high school student from Kentucky. It is connecting German speaking seniors with students who would like to practice their speaking skills. The program is for free!!!

- Use the resources tab on the German Studies Website: You can also watch German news, visit the Deutsche Welle website: <https://www.dw.com/de/deutsch-lernen/s-2055> or listen to German radio/podcasts on the Internet etc.
- Visit the Goethe Institut <http://www.goethe.de/ins/us/los/enindex.htm> or the Villa Aurora <http://www.villa-aurora.org/en/>
- Take advantage of the conversation/office hours all German instructors offer as much as you can (a list of times and location will be provided to you by your instructor)
- Consider to **STUDY ABROAD**. Ask you instructor about a semester or yearlong program in Berlin and visit the website of USC's office of Overseas Studies: <https://studenttravelabroad.usc.edu/index.cfm?FuseAction=Programs.ViewProgramAngular&id=10040>

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 – as well as using AI instead of writing your own text, 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 and Appropriate Sanctions <https://policy.usc.edu/scampus-part-b/>

Other forms of academic dishonesty are equally unacceptable. **Examples of Academic Misconduct include, but are not limited to:**

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

Additional information on USC Academic Conduct here:

<https://policy.usc.edu/studenthandbook/> especially pages 11-13.

On the following webpage are some guidelines on how to properly document outside sources and how to avoid plagiarism:

https://usclibraries.usc.edu/tutorials/avoiding-plagiarism/story_html5.html

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 <https://dps.usc.edu/contact/report/>. This is important for the safety of the 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 Relationship and Sexual Violence Prevention and Services <https://sites.google.com/usc.edu/rsvpclientservices/home> provides 24/7 confidential support, and the following website also describes reporting options and other resources:

<https://dps.usc.edu/safety-tips/sexual-assault-and-violence/>

SUPPORT SYSTEMS

Tutoring Services at USC

You are of course welcome to come to any of the German faculty member's office hours. In addition, you can also request help at <https://dornsife.usc.edu/tutoring>. Students seeking additional tutoring for courses not addressed on the list of classes already posted on the site should email tutoring@usc.edu to request help.

Kortschak Center for Learning & Creativity - Students receive assistance with organization, study skills, time management, and learning strategies. Students also have the opportunity to work one-on-one with an academic coach: <https://kortschakcenter.usc.edu>

The Office of Student Accessibility <https://osas.usc.edu> 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 OSAS letter to him/her/them as soon as possible. OSAS 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 OSAS is: 213- 740 0776. E-Mail: OSASFRONTDESK@USC.EDU

If an officially declared emergency makes travel to campus infeasible, USC **Emergency Information** <https://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.

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu Non-emergency assistance or information

Counseling and Mental Health:

Crisis support: Students are encouraged to walk-in for urgent matters at both Engemann and Eric Cohen Student Health Centers. If after closing hours, please call the 24/7 line, [213-740-9355 \(WELL\)](tel:213-740-9355).

1-800-273-TALK National Suicide Prevention Lifeline – soon you will also just be able to dial 988.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symphlicity.com/care report Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

Campus Support & Intervention - (213) 821-4710 campussupport.usc.edu Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

5) Grading Policy

Attendance /Participation	15%
Homework (80 pts)/Reading Journal (75 pts.) Essays (100pts)	25%
Final paper	15%
Quizzes	20%
3-minute presentations	5%
Project	10%
Portfolio	5%
Culture	5%

Please, note: a grade of Incomplete cannot be assigned by the instructor without an official request from the student! You can find the necessary form here:

https://dornsife.usc.edu/assets/sites/1193/docs/Incomplete_Form.pdf

6) 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		

TENTATIVE COURSE OUTLINE

Week	Topic(s)
1	Introduction/ getting to know course participants Thema: Personen beschreiben - Kurz-Biographie Current news topic – discussion Grammar: Grammar: Simple Past, Conjunctions Vocabulary: Quizlet Reading: Ellie Wiesel/ Angela Merkel
2	Thema: Briefe Schreiben Current news topic - discussion Grammar: Verbs + dative/accusative Vocabulary: Quizlet
3	Thema: Briefe schreiben/Autobiographisches Schreiben Reading: Brief an den Vater Current news topic- discussion Grammar: time expressions, als/seit Vocabulary: Quizlet Labor Day Holiday
4	Thema: Autobiographisches Schreiben Current news topic - discussion Reading: Reading: Was bedeutet es Deutscher zu sein Grammar: Word Order Vocabulary: Quizlet
5	Thema: Berichte schreiben Current news topic- discussion Reading: Obamas Buchenwald-Besuch Grammar: Passive Vocabulary: Quizlet
6	Thema: Berichte schreiben/Meinungen äußern Current news topic - discussion Reading: Current newspaper article Grammar: Passive Vocabulary: Quizlet

<u>Week</u>	<u>Topic(s)</u>
7	Thema: Meinungen äußern <i>Current news topic- discussion</i> Reading: Article Grammar: Indirect speech, Subjunctive Vocabulary: Quizlet
8	Thema: Meinungen äußern <i>Current news topic- discussion</i> Reading: Article Grammar: Subordinating Conjunctions Vocabulary: Quizlet PROJECT TOPICS DUE
9	Thema: Kreatives Schreiben <i>Current news topic - discussion</i> Reading: Article Grammar: Adjective endings Vocabulary: Quizlet Fall RECESS October 12- 13
10	Thema: Kreatives Schreiben <i>Current news topic - discussion</i> Reading: Article Grammar: Adjective endings/ Adjectives as Nouns Vocabulary: Quizlet
11	Thema: Film Discussion of Film/Analysis -- Background Information Reading: Film/Article <i>Current news topic – discussion</i> Grammar: Connectors (temporal review) Vocabulary: Quizlet
12	Thema: Film <i>Current news topic - discussion</i> Reading: Film/Article Grammar: Connectors (causal) Student Project
13	Thema: Literatur interpretieren <i>Current news topic - discussion</i> Reading: Die Verwandlung Grammar: Relative Pronouns Vocabulary: Quizlet Student Presentations

<u>Week</u>	<u>Topic(s)</u>
14	Thema: Literatur interpretieren Current news topic - discussion Reading: Die Verwandlung Grammar: Relative sentences, comparisons Student Presentations Thanksgiving Break
15	Thema: Literatur interpretieren Current news topic - discussion Reading: Die Verwandlung Vocabulary: Quizlet Review

IMPORTANT DEADLINES

- September 8th:** last day to register and add classes.
last day to change enrollment option to Pass/No Pass or Audit
- September 8th:** last day to drop a class w/o mark of "W" on the transcript.
- October 6th:** last day to change a Pass/No pass to a letter grade.
- November 10th:** last day to drop a class with mark of "W"

I wish you a successful term and hope you will have a great semester!



by Loriot