

German 101: Elementary German I

Herbst 2013
UH 313, Montags, Mittwochs, Freitags (11h-11.50h,m)
Office Hour : Mo/Mi : 12.30-13.30 Do : 14.00-15.00

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COURSE DESCRIPTION: Welcome to Elementary German I, the first course in the First Year Language Program requirement. This course is designed to accomplish several important goals that will influence your career here at ISU. First, we will take a “holistic approach” to language and culture. Everything we do will be with the intent of using our new knowledge and skills. But further, it is our goal to help you develop personally to become a person who engages well with people from other cultures, who seeks out opportunities to interact with people from other cultures, and who integrates this experience with other aspects of learning at ISU.

To this end we have developed four areas of competency for German 101:

Communication
Cultural Awareness
Diversity Sensitivity
Holistic Application

As we work together throughout the course, we will be addressing each of these areas.

Of course, you are studying German because you are interested in German-speaking people and cultures. Congratulations! 120 million people speak German world wide. The German language is fast becoming **the** language to learn in Eastern Europe and among European Union countries. And it is a bridge to other countries as well. Did you know that 750 US companies do business in Germany, with the number growing daily? And of course, German business is greatly influencing this country. And there is so much more: art, architecture, film, literature, music, food, holidays, customs. This course will put help you on your way to tapping the vast resources of German culture through your language competency. Finally, German is a heritage language in the US. In Indiana alone 42% claim to have some German ancestry. You may be one of them.

By the end of this course you should demonstrate global comprehension of beginning texts and conversations and the some fundamentals of German grammar. You should be able to respond in conversation concerning aspects of everyday life, to express wishes and needs, begin to formulate opinions. You will be aware of cultural differences and similarities between German-speaking countries and the United States. You will demonstrate a knowledge of the important cultural features of Germany and German-speaking countries, recent cultural history and current social issues. You will also consider underlying assumptions, even prejudices, that are personal and social in nature.

GRADING: Final grades will be computed as follows:

Participation (attendance, participation)	20%
Coursework	
Learning Journal	06%
Oral Self-Portrait	05%
Cultural Activities	04%
Homework	20%
Quizzes and Tests	25%
Final Exam	20%

It is important that you understand how grade percentages work. You cannot calculate your grade by adding up the points you earned and dividing them by the total number of points in the course. The percentages listed above indicate the relative value of assignments to each other in this course. The weighted grade column of MyGrades will give you a close approximation of your grade throughout the semester.

REQUIRED MATERIALS: This class is conducted using Blackboard. Blackboard is our “home” site. Here you will find all the information about the course, for example your syllabus, deadlines and all of your homework instructions. For the textbook we will use a McGraw-Hill Create text based on the first 5 chapters of Tschirner, et. al., *Kontakte*, 7th ed. You can only purchase this text from the ISU Bookstore as it was created for this course. You will also be asked to **please keep a vocabulary and grammar notebook** (a composition notebook works, for example)!

German 101 important information

LANGUAGE LAB: ISU’s state-of-the art language lab is available for all language students to access computer, on-line and media materials related to the study of language. Located in Root Hall A-107.

ATTENDANCE: Learning a language requires active participation. That is why **20% of the grade in this class is based on your presence and participation**. Poor attendance will affect your performance and, hence, your grade. Repeated absence and/or tardiness will affect your ability to interact in pair and group work with your classmates, making you a less-than-ideal partner and ultimately disrupting the work of the classroom community.

All absences are counted; there is no “excused” absence in this course. However, extenuating circumstance do arise; if they do, please notify me if I can be of assistance.

Tardiness is also problematic behavior. Every three tardies will count as an absence.

Should you miss 12 class periods, you will receive an automatic "F" in the course, regardless of the reason or your progress in the class up to that point.

HOMEWORK: You will have homework assignments every day. It is your responsibility to check your homework assignment on Blackboard and complete your homework on time.

Late assignments will be accepted up to one class period after the due date. Your score for that assignment will be reduced by 50% for tardiness.

FIRST YEAR LANGUAGE PROGRAM COMPONENTS: The FYLP components include: language learning journal, oral self-presentation, research presentation, and cultural activities. These assignments are an important component of the course as well as a significant portion (15%) of your grade.

TESTS: A unit assessment will follow each chapter. We will cover the Introduction (*Einführungen* A & B) and chapters 1-3 during this semester. The final exam will test material from the entire semester, but will emphasize material covered since the midterm exam. It will also include an oral exam.

Quizzes will be given frequently, announced as well as unannounced!

MAKE-UP: No make-up test or quizzes will be given. Make-up tests will be considered only with a documented medical excuse or prior arrangement with the instructor. The final exam period is scheduled by the University. I will not consider changing this time under any circumstances. Please consult the Office of Registration and Records for the exam period BEFORE you make any travel arrangements for the end of the semester.

ACADEMIC INTEGRITY: The University guidelines concerning academic integrity can be accessed at the following web site:

<http://www.indstate.edu/academicintegrity/studentguide.pdf>

It is important to note that **use of electronic translators for homework assignments is considered academic dishonesty** and will be treated as such by the instructor.

Important Dates

Final Exam: December

Please note: the exam schedule is set by the University and cannot be changed except through specified procedures.

HINTS AND STRATEGIES: **Courtesy and Professionalism in the academic setting**

The classroom is a professional space and you should behave as such.

- **Please turn off your cell phone** before class begins and put it away along with any other non-essential electronic devices.
- If you choose to bring a laptop to class, you will use it solely for the work of the class. It is inappropriate to multi-task (e-mail, Facebook, etc.) during class, or engage in behaviors that distract you from your work.
- While you may feel free to drink as long as you leave the classroom clean, **please do not eat or chew gum during class.**
- Show courtesy to your classmates and to the instructor. If I deem that your behavior is unprofessional or disrupts the work of the class, I will give you one warning; thereafter I will ask you to leave the classroom if disruptive behavior continues.

Please feel free to see me during office hours for extra help, questions, information or discussion of grades. You will be asked to visit me during my office hours at least once during the semester. You may also leave me email or voice-mail messages; I will be happy to respond as soon as I can, usually within 24 hours. Do note, however, that I am not "on call" 24/7. I read email and check voice mail regularly during normal business hours. Should I respond to you after normal business hours, consider it a bonus, but please do not expect it.

STRATEGIES FOR LANGUAGE LEARNING: Language competence is a cumulative skill similar to music or sports. It is impossible to make progress without a regular “practice” routine. **This means spending at least two hours outside of class working on German per hour of class time:** this could include homework, vocabulary, reviewing grammar, listening to language tapes, practicing with a partner, reading or rereading texts or dialogues, and viewing or listening to material in the language lab. And like other areas requiring cumulative skills, much of what you do must be repetition if your brain is to actually use your new skills successfully. If you keep to your routine, you will be under less pressure to “cram” for quizzes and exams which, experience shows, is ineffective and certainly not much fun. Think of it this way: would you take a swimming test without having spent time in the water?

One of the hardest parts of language learning is memorizing vocabulary. I suggest keeping a vocabulary notebook (or use 3 x 5 cards) and working on your vocabulary during dead time (waiting for a train to go by, standing in line, walking between classes, waiting for class to start). Personalizing your vocabulary will also make it more meaningful. Think about vocabulary in your personal context (use the verb “to talk on the phone” with your gabby roommate’s name, “to love” with your boy/girlfriend, etc.). It is also essential to expose yourself to German every chance you get, especially outside of the classroom. The **language lab** also offers many opportunities for engaging with German language and culture outside of class time. I also suggest finding a study partner in class. Language is a communication activity--it makes little sense to try to learn one all by yourself!

GERMAN 101 and the FOUNDATIONAL STUDIES PROGRAM: GERMAN 101 meets **the non-native language requirement** for Foundational Studies. The learning objectives for the non-native language category are as follows:

1. Demonstrate understanding and/or expression of meaning through listening, speaking, reading, and writing using appropriate grammar and vocabulary.
2. Critically examine issues of cultural differences, societal values and relationships, and evaluate one’s own culture and value systems through comparison and contrast to the target language and culture.
3. Develop a basic understanding of another language and its cultures, and
4. Use the target language in developing an understanding of the world today.

As GERMAN 101 is part of the larger Foundational Studies, it is important to remember that the Foundational Studies program, as a whole, focuses on the following learning outcomes:

1. Locate, critically read, and evaluate information to solve problems.
2. Critically evaluate the ideas of others.
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history).
4. Demonstrate an appreciation of human expression through literature and fine and performing arts.
5. Demonstrate the skills for effective citizenship and stewardship.
6. Demonstrate an understanding of diverse cultures within and across societies.
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
8. Demonstrate an understanding of the ethical implications of decisions and actions.
9. Apply principles of physical and emotional health to wellness.
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

The Foundational Studies program also includes the following skill requirements:

1. Explicitly demonstrate how the curriculum will develop critical thinking skills.
2. Explicitly demonstrate how the curriculum will develop information literacy skills.
3. Include a graded writing component, which whenever possible is developmental.

GERMAN 101 meets **all** of the learning outcomes for the non-native language category and will focus on the following Foundational Studies learning objectives and skills:

- Demonstrate an understanding of diverse cultures within and across societies.
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
- Express themselves effectively, professionally, and persuasively both orally and in writing.
- Develop critical thinking skills.
- Include a graded writing component, which whenever possible is developmental.