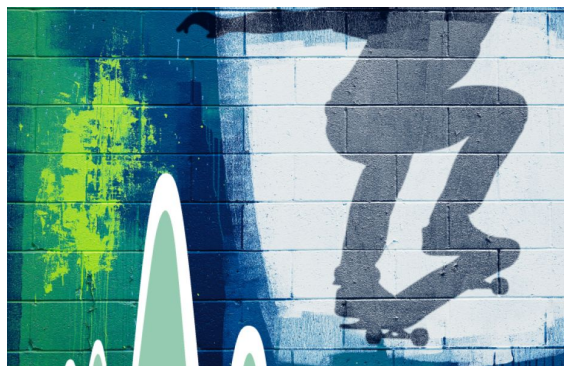


GER 2010 and 2020

Intermediate German I and II

Winter 2022 (1/11 - 4/29, 2022)

This course is taught online with synchronous meetings on Tuesdays and Thursdays from 12:30-2:10pm



Faculty Contact Information

- Dr. Nicole Coleman (she/her - sie/ihr)
- Best way to contact me: ncoleman@wayne.edu (or through Canvas Inbox)
- I will respond within 24 hours when you send me an email during the week and within 48hours on weekends. We will also have an alternate forum to communicate that we will choose together, I will add the information here later.
- I will be holding virtual online office hours: Tuesdays before our class from 11am-12pm and Thursdays between 9-10am. You can send me an email if none of these times work for you to arrange for a meeting time. Office hours will take place in Discord, which will also serve as our online community, or on Microsoft Teams, where we can also text chat privately.

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Materials

Required textbook:

- Tracksdorf, Niko, Nicole Coleman, Damon Rarick, and Friedemann Weidauer. *Impuls Deutsch 2*. Chicago: Klett USA.
 - Purchase the codes for the course book (MACHEN) as well as the blink license for the workbook (LERNEN and ZEIGEN) via [the Klett website. \(Links to an external site.\)](#) Note: if you took 2010 in the fall, you already have access to blink and you have the textbook, in that case you only need to join our class, information will be available soon how to do that.

Recommended:

- Zorach, Cecile, Charlotte Melin, and Adam Oberlin. *English Grammar for Students of German*. Ann Arbor: Olivia & Hill.

Software and Technical Skills

This course is completely facilitated online using the learning management platform, Canvas. Synchronous meetings will take place via zoom integrated on Canvas.

You will need to have access to:

- Microphone (for recording presentations and speaking during live sessions)
- Speakers (for listening to presentations and live sessions)

Software

- Presentation software (power point, slides, prezi)
- Word processing software
- Internet access

To be successful in this course, you will need the following technical skills:

- Use presentation programs
- Use electronic mail with attachments

- Save files in commonly used word processing program formats
- Copy and paste text, graphics or hyperlinks
- Work within two or more browser windows simultaneously
- Open and access pdf files.

Description

Willkommen to Ger 2010/2020! In this class, you will develop skills for communicating (speaking, reading, writing, and listening) in German. This is an interactive class where we use the language to negotiate meaning and talk about interdisciplinary topics (among them history, engineering, biology, politics, music, and communication). We also aim to build intercultural competencies by critically examining our own perspectives and comparing them to those of others.

This class will cover chapters 5-8 in *Impuls Deutsch 2*.

Prerequisites for Course: Passing GER 1020 (for those enrolled in 2010) or GER 2010 (for those enrolled in 2020) with at least a C.

The main thing to remember: leave English outside our classroom and enjoy the adventure of learning a new language.

Learning Outcomes

Students in this class will enter at different skill levels. Most students coming out of 1020 should have reached the level of "Novice High" to "Intermediate Low" and those coming out of 2010 should have reached the level of "Novice High" to "Intermediate Mid" on the ACTFL Proficiency Scale or the "A2"- "B1" level delineated in the Common European Framework of Reference for Languages (CEFR). That's quite the range, therefore, we will work on improving each individual's skill level rather than framing learning targets for everyone. This means that by the end of this class, you will be able to:

- improve your ability to speak in the presentational and interpersonal modes
- improve your ability to write in the presentational and interpersonal modes
- improve your ability to read and understand a variety of written German texts
- improve your ability to listen to and comprehend a variety of spoken German texts.
- You will also develop some interdisciplinary skills (e.g. in biology and engineering) while using your intermediate language skills to exchange simple technical information.

- You will gain critical intercultural competences to assess your own perspectives and understand that there are other world views.

Mission Statement and Goals

To enable students to become competent users of language, to apply a broad range of skills to their academic coursework, and to gain deep knowledge of the languages and cultures they study. These abilities, skills, and knowledge are essential for excelling within the ethnically diverse Metro Detroit area and the contemporary globalized world.

Developing language abilities means that students will be able to understand and create texts of all kinds in English and the target language. By interacting with and producing texts, students gain skills in critical thinking, textual analysis, research, and self-expression that can be applied not only to the study of languages and cultures but also across their academic coursework. Students also attain a specialized understanding of the historical, cultural, literary, and linguistic characteristics of the area in which they major or minor.

These abilities, skills, and knowledge are embedded within broad contexts and exchanges that support cross-cultural awareness and the ability to see the world through various lenses. Students completing our diverse array of programs are prepared for graduate and professional programs, careers in government, health professions, business, or education, and for participation in today's global society.

Mission Statement: B.A. in German: Reflecting Wayne State University's overall mission of “preparing students to excel in an increasingly advanced and interconnected global society,” the B.A. in German within the Department of Classical and Modern Languages, Literatures and Cultures focuses on the following four interrelated goals. They are intended to educate students as citizens in a global world and to prepare them for future careers in the private and public sector.

Goals:

*the achievement of German language proficiency at the Advanced Low to Advanced High Level, according to the ACTFL proficiency guidelines.

*the acquisition of diverse knowledges in breadth and depth with regard to German language and literature, culture and society from the Germanic beginnings to the present with a concentration in the 20th and 21st centuries

*the attainment of intercultural competencies through study and research abroad as well as through internships, both abroad and in the Detroit metropolitan area

*the development of transferrable critical-analytical, interpretive, and information-literacy skills.

How We Will Work Together Online

This course will be held online. We will utilize Canvas, Blink for our workbook, quizlet for studying vocabulary, and zoom for our synchronous meetings each week.

Each week, we will meet synchronously to speak with each other, and you will do activities in the online workbook before and after class to learn, practice, and reinforce grammar, vocabulary, and other structures, and to reflect on our course content.

To combat zoom fatigue but still give you as much exposure to German as possible, we are splitting class time: The first 70 minutes are mandatory for everyone, the last 30 minutes are done in small groups. On Tuesdays, only 2010 students stay for those 30 minutes and we use them to review grammar. On Thursdays, only 2020 students stay for those 30 minutes and we will practice speaking (this is also where we will prep for study abroad). Additionally, there will be a *Lernbuffet* that suggests ways of enhancing your exposure to German and to make up for the time that you are opting not to be in class.

You should plan on completing the LERNEN activities before your live sessions and the ZEIGEN activities after your live sessions before the beginning of the next week. You should also begin learning the vocabulary on quizlet before you come to the live sessions so that you are prepared to engage successfully. All of these activities will be listed on slack, so that you can easily keep track of all tasks.

Communication Policy

As you get settled into our online class, please understand that regular and effective communication between you and me is essential to your success as an online learner.

I will meet with every student during the first half of the semester (either via zoom or chat depending on what you are most comfortable with and your tech means).

I also encourage you to get in touch as soon as you have concerns or questions.

The best way of contacting me is to write emails (WSU email and Canvas inbox both work fine). I will get back to emails within 24 hours during the work week and within 48 hours on the weekends.

You can also write your questions in the Q&A discussion forum. I will only check this twice a week, but your peers may be able to help as well.

It is important that you check Canvas regularly and that you read announcement so that you know where you are in the class and what you need to do at all times. If anything is unclear, reach out to me!

Course Expectations

Expectations of students: I expect you to:

- Log into Canvas regularly
- Check your WSU email account regularly
- Complete your work on time unless an extension is previously agreed upon
- Participate actively and courteously in synchronous and asynchronous discussions
- Reach out when you have questions or don't understand a topic
- Abide by the university's academic integrity policies
- Follow the netiquette guidelines (below)
- Interact with your peers throughout the class
- Listen deeply to other people's opinions
- Be open-minded about our dialogues and topics.

Expectations of instructor: You can expect me to:

- Provide learning materials on time each week
- Provide live online office hours
- Provide an ongoing Q&A discussion, check it at least 2 times a week and respond to students' posts
- Create assessments that reflect the learning outcomes for the course
- Answer emails and slack messages within 24 hours (48 on weekends)
- Be part of the discussions
- Give qualitative feedback on assignments
- Offer an overview of assignments each week
- Remind you of where you stand in class.

Netiquette

In this course, some of our communication will come through written channels, such as the discussion board or emails. This provides us all the opportunity to more carefully plan our contributions and go in-depth with our responses. There is also the potential for miscommunication. As a part of our learning community, we are all expected to follow these netiquette guidelines:

- Give credit when referencing or quoting another source
- Respond thoroughly to peers, including asking questions, critiquing their arguments, challenge each others perspectives

- Be respectful of your peers and instructor, regardless of differing opinions. No personal insults will be tolerated
- Be careful with jokes and sarcasm. Humor can easily be misconstrued in written communication.

(Un)Grading

This course will focus on qualitative not quantitative assessment, something we'll discuss in class and in individual meetings. While you will get a final grade at the end of the semester, I will not be giving a letter or numerical grade on individual assignments. Instead you will receive informational feedback, questions and comments that will help you to progress through the class.

During the first three weeks, we will not do any kind of evaluation. After that, you will regularly reflect on your own work. The intention here is to help you focus in a more organic way, as opposed to working as you think you're expected to. This also allows everyone to establish learning targets that work for their individual skill levels at the exact right difficulty (research has shown that we learn best when we are challenged with tasks that are neither too easy nor too difficult - this system allows us to enforce such an approach). We will meet multiple times during the semester to discuss your goals and where you are standing in class. At the end of the semester, you will submit a "letter of learning," in which you give yourself a final grade and explain why you assess your work that way. You can also provide evidence of your learning and attach it to the letter (but your work in class will already provide all the evidence needed).

If this process causes any anxiety, please reach out at any point. I am happy to talk with you. If you are worried about your grade, now while reading this or at any point during the semester, your best strategy should be to do the prep work (quizlet and blink/LERNEN), complete the assignments (e.g. projects), be an active participant in all live sessions, and practice/reinforce/reflect after our live sessions (blink/ZEIGEN).

Most of the students in the class already know the system because they were in class with me last semester. If you are new, I am sure they are happy to give you their own opinion about the system and how it worked for them.

You should consider this course a place where all your work is meaningful. If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions. This is true for Blink homework as well, which we will discuss.

Elements of the Class

Active Participation

This class meets twice a week for 70-100 minutes online (through zoom). Attendance is required and essential. It is difficult to make up missed classroom work, which benefits

from group and other collaborative interactions. With the unusual circumstances of COVID-19, campus closures and different work environments in mind, please contact me as soon as possible if you foresee problems with regularly attending class. I will work with you!

We learn a language by using it. While it can be scary at first and we feel that we cannot construct sentences that are as complex as our thoughts, we only get better by trying (and failing, for that matter). Therefore, all live sessions will be for using German actively and to communicate with each other. Active participation in this class means:

- You come to class prepared (you have done the LERNEN activities and studied the quizlet vocab sets)
- You stay in German the entire time (except for the 30 minutes of grammar each Tuesday or when I signal a brief English phase)
- You are fully engaged in what we are doing in class (this is particularly pertinent for our synchronous mode this Fall and means: your only open screen is the zoom screen, silence or put away other devices like you would in class).

Homework (LERNEN and ZEIGEN)

Homework is absolutely crucial to your success. Without studying grammar and doing the corresponding exercises, you will not be able to participate in class and fall behind. Homework is due before each live session (LERNEN, Quizlet) and at the end of the week (ZEIGEN). I recommend spreading out the ZEIGEN activities, so that you expose yourself to the language as often as possible.

Not everything has to be correct (homework is for practice), but your effort has to show that you read the grammar explanations first and that you followed the instructions.

Staying on top of your homework will give you the very best foundation for the grade you want to achieve!

That being said, with the different skill levels, some of you will see that some exercises are too basic. Move on to the next one if it is. If on the other hand, you have trouble with any exercises, reach out and we will discuss how I can help.

A Note about the Flipped Classroom

This course is set up as a flipped classroom with three parts:

1. LERNEN (studying, learning, preparing) - on your own

What: The LERNEN assignments will help you learn and practice new structures at your own pace *prior* to coming to class. Everything that follows depends on this step, so you must commit to independent study and preparation before every class.

Due: The assignments in the LERNEN workbook in blink are always due before the live session that you are preparing for. For example: If we are covering unit 80 in class, do all assigned LERNEN activities *before* that class. LERNEN activities don't make much sense after class.

2. MACHEN (doing, making, performing) - during our live sessions

What: When we meet during our live session, you will now already come with an awareness of the material so that we can proceed directly to practice and group work. Your instructor will generally not lecture or introduce new material during this time period. Instead, the instructor will create situations in which you can actively use new and scaffolded structures during the class period. Remember, you are not expected to have a "perfect" performance in class - learning a language always means accepting uncertainty and making informed guesses. You will never be graded down for not using grammar appropriately. Quizzes are for grammar, everything else is about communication. Therefore, the emphasis is on using the material to express yourself verbally with increasing confidence, variation and accuracy.

3. ZEIGEN (showing, demonstrating) - on your own

What: After each class, you will have time to revisit and/or reflect on the covered material.

Due: The ZEIGEN assignments of a particular unit are due at the end of the week when we covered that unit, before we begin with the next week's material. However, we do recommend that you complete these exercises close to when they were covered in class, maybe even the same day.

As a summary: After each class, you are showing and demonstrating that you understand what we did in class (ZEIGEN) and you are studying, learning and preparing for the next class (LERNEN). We usually cover two units in each live session, so this would look like this: For example, after units 53 and 54 in a live session, you are doing the ZEIGEN assignments for units 53 and 54, and the LERNEN assignments for units 55 and 56 on your own. Then you come prepared to do units 55 and 56 in the next live session. Then again: ZEIGEN for 55 and 56 and LERNEN for 57 and 58 etc.

Lernbuffet

To combat zoom fatigue and allow for flexibility and as much exposure to the language and speaking practice as possible, we all meet for 70 minutes twice a week and in groups for the rest of the time. We then offer additional activities outside of our live sessions. Among these are asynchronous conversations, joining tutorials, watching German

television, listening to German podcasts and many other means of engaging with the language. We will discuss them in class and will share them with others.

Quizlet

In addition to the LERNEN and ZEIGEN homework, we use Quizlet. Quizlet is a super fun, addictive, and competitive vocabulary learning site/app. Finish the corresponding unit on Quizlet *before* each class (together with the LERNEN homework) to be optimally prepared for class.

Improving writing and speaking

Homework usually is for practice. But we also want to specifically work on your productive skills of writing and speaking. Therefore, you or I will choose one written homework assignment per chapter to work on writing and there will be some speaking assignments as well. You can tell me what you want to focus on to improve and I will give you according feedback or I can analyze your writing to suggest something that we can work on. We may go through several rounds of revision with these until we are satisfied that you have improved what you set out to improve.

Lernchecks

Grammar is a means to an end: we want to communicate and to do that appropriately, we need certain grammar skills. Mastery of grammar does not mean that everything is perfect but that you should know what you are doing. Therefore there will be the opportunity to check your learning for each grammar topic we discuss. You can do these checks multiple times and ask for additional practice in-between until you are satisfied with your progress. All grammar topics this semester are meant as review and reinforcement. So, we might go deeper but hardly ever introduce anything new. Therefore, you can really hone in on the parts of grammar you weren't so sure about and strengthen your mastery of these foundational topics.

Projects

Projects take the place of chapter exams and essays in this class (so there are no chapter exams or essays). They consist of multiple steps and include reading or listening comprehension, interpersonal communication with your peers and oral and written presentations. They, thus, test all the skills necessary for communicating in a language.

All projects come with checklists, so that you know exactly what is needed to be a successful project.

Final Portfolio

Instead of a final exam, there is a portfolio that you will create to show everything you have learned over the course of the semester. We will discuss this later in the semester.

How to be successful in this course

- Participate in class activities (this requires your presence in live sessions).
- Focus fully on course activities. Refrain from using other devices during class unless the activities require you to use them.
- Complete and turn in all assignments on time.
- Meet with your instructor or a tutor if you encounter difficulties. The earlier we learn of a problem/situation, the better we are able to help. So reach out!
- Check your email and Canvas regularly.
- Communicate. If you must miss a class, notify your instructor beforehand and contact your classmates to get notes.

Inclusion and Student Resources

Preferred Name and Preferred Gender Pronoun

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

As of August 2021, you can also add your pronouns to your WSU profile, so that they will appear in the roster. Take advantage of this opportunity to make sure everyone use the correct pronouns for you!

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances should notify me well in advance so that we can agree on an alternative that works for everyone.

Usability, Disability, and Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Disability Services (SDS) to begin this conversation or to establish accommodations for this or other courses. The office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone). I welcome feedback that will assist me in improving the usability and experience for all students.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313-577-3398). Other options, for students and non-students, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education. Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do - for yourself, and for those you care about. Also, know that the WSU Police Department (313-577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Mandatory Reporting

Every student has the right to live, learn, and work at WSU – free from Harassment or Discrimination. Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “Responsible Employees” and are required to report information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\) \(Links to an external site.\)](#). Call 1-800-656-4673 or [Chat online \(Links to an external site.\)](#) with a professional support specialist.

Please visit TitleIX.wayne.edu[Links to an external site.](#) to learn more about resources and support on campus and in the local community.

Academic Integrity

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misconduct are prohibited by Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>[Links to an external site.](#)). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for a test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: a) copying from another student’s test or paper; b) allowing another student to copy from a test or paper; c) using unauthorized material such as a “cheat sheet” during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: a) citation of information not take from the source indicated; b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: a) failure to use appropriate referencing when using the words or ideas of other persons; b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- Other forms of academic misbehavior include, but are not limited to: a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; b) enlisting the assistance of a substitute in the taking of examinations; c) violating course rules as defined in the course syllabus or other written information provided to the student; d) selling, buying or stealing all or part of an un-administered test or answers to

the test; e) changing or altering a grade on a test or other academic grade records.

- For language classes in particular, be aware that using translation software is a form of plagiarism. Everything you produce for this course must be your own work, i.e. what you are capable of producing on your own with minimal use of reference material. This means that you can look up individual words in a dictionary (try to limit looking up words and work with what you have as much as possible though), translating word by word, however, constitutes plagiarism. Having another person write your work in German, even if you wrote the English original, is considered plagiarism.

To protect yourselves from accusations of misconduct, you should take careful notes with annotation as to the source of the materials being used, use quotation marks to differentiate direct quotes from paraphrases, cite all sources, and consult as needed with me, as well as librarians, the WSU Writing Center staff, and staff in the Academic Success Center.

Course Drops and Withdrawals

In the first two weeks of the term, you can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class, can initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step.

Course Summary

Week/Dates	Tuesday - Units	Thursday - Units	Chapter
1: Jan 11 + 13	Review	Kennenlernen + 52	5
2: Jan 18 + 20	53 + 54	56 + 57	5
3: Jan 25 +27	58 + 59	60 + 61	5
4. Feb 1 + 3	62 + 63	Projekt K5	5

5. Feb 8 + 10	66 + 68	69 + 71	6
6. Feb 15 + 17	70 + 73	75 + 76	6
7. Feb 22 + 24	67	72 + 77	Asynchron
8. Mar 1 + 3	Projekt K6	80 + 81	6/7
9. Mar 8 + 10	82 + 83	84 + 85	7
Mar 15 + 17	SPRING BREAK		
10. Mar 22 + 24	86 + 87	88 + 89	7
11. Mar 29 + 31	Projekt K7	92	7/8
12. Apr 5 + 7	93 + 94	95 + 96	8
13. Apr 12 + 14	97 + 98	99 + 100	8
14. Apr 19 + 21	Projekt K8	102 + Review	8
15. Finals			Letters of Learning