

German 3200
Conversation and Composition II

Was ist "deutsch"?



Winter 2016
TuTh 1:25-2:50pm
275 MANO

Instructor: Professor Nicole Coleman
Office: 475 MANO
Office Hours: Tu 12-1pm and 3-4pm, and by appointment
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Required material

Please purchase:

Rankin, J. and L. Wells, *Handbuch zur deutschen Grammatik* (SIXTH EDITION), available at Barnes & Noble

Schami, R., *Der geheime Bericht über den Dichter Goethe, der eine Prüfung auf einer arabischen Insel bestand*, ISBN: 978-3423620680, used and new copies available at Amazon or Barnes & Noble

Other required material will be posted to Blackboard.

You are also expected to have ready access to a good (at least 300,000 entries) dictionary. I recommend:

- *Langenscheidt Großwörterbuch Deutsch als Fremdsprache*, available in the reference section at Purdy-Kresge library: PF 3625.L36 1998
- *The Harper Collins German-English, English-German dictionary*, available in the reference section at Purdy-Kresge library: PF 3640.C64 2004

Course Description and Objectives

What is German? Many might think of *lederhosen*, beer, and Oktoberfest when asked this question. In our class, we will dig deeper and question these and other stereotypes about Germany and the Germans. We want to come to a more nuanced understanding of what it means to be German. In order to do so, we will read a wide array of texts and listen to podcasts on a regular basis. We will discuss the issues we encounter in class, reflect on them in blog entries, and write a paper about one chosen topic. In the end, we will produce a podcast to offer others insights into what we have learned. Our main objective here will be to deconstruct stereotypes. At the end of the course, you will hence be able to define stereotypes, talk about certain stereotypes in detail and put them into perspective. You will be able to offer differentiated and sophisticated perspectives on the German culture.

This course is designed to refine and expand your German communication skills (speaking, writing, listening, reading, cultural competence) with a special emphasis on the productive skills of speaking and writing in an academic setting. We will practice presentational, interpersonal and interpretive communication as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This means that you will interpret texts (audio and written) and talk about them; that you will give a presentation; and that you will communicate with your peers to solve problems (in our case to plan our podcast). By communicating about German culture, you will demonstrate an understanding of the relationship between products, perspectives and practices of the German culture. As part of this process, you will acquire a more complex and nuanced use of vocabulary, grammatical structures, and stylistic means. The course will move you to the advanced independent user (B2) level of German language as defined by the Common European Framework of Reference for Languages, or the Intermediate High to Advanced Low level of the ACTFL Standards.

This means that at the end of the course, you will be able to:

- participate with ease and confidence in conversations on familiar topics and sometimes even on topics that go beyond your everyday life; (debates in class, blog posts, podcast)
- talk about events and experiences in various time frames; (debates in class, blog posts, podcast)
- handle social interactions in everyday situations; (debates in class)

- deliver presentations in a generally organized way on topics you have researched; (podcast, presentations)
- write on general interest and academic topics; (blog posts and paper)
- understand the main idea and some supporting details in messages and presentations on a variety of topics and in various genres; (readings, podcasts, presentations)
- follow stories and descriptions of some length and in various times frames. (novel, film, podcasts).

Prerequisites

All students who have passed or placed out of German 2020 may take this course.

WSU Blackboard and Email

The WSU Blackboard system will be used to organize the materials for this course. You will be expected to check your WSU email account on a regular basis. If you prefer to use a non-WSU account, please make sure to have your WSU email forward to it.

On Blackboard you will find:

- this syllabus, our course readings and worksheets;
- all assignments including links to upload your paper (which must be submitted as Microsoft Word documents);
- a blog for your weekly posts;
- your grades that you can check throughout the semester.

Grading

Your final grade will be determined as follows:

Option 1

Participation (Mitarbeit)	20%
Homework (Hausaufgaben)	5%
Quizzes	5%
Speaking activities	10%
Blog	20%
Paper (Hausarbeit)	20%
Podcast	20%

Option 2

10% of the grade can be shifted to personal learning goals. These 10% come from either Blog, Paper or Podcast or a combination thereof. See Blackboard.

When grading, I will consider your different levels and will grade according to the progress you have made from when entering the class rather than comparing you to other students in the class.

Participation

Your participation is essential to the success of this class. Since this class is a collaborative endeavor, we will decide together what topics we want to address and independent research will be necessary to do so successfully. Your homework will prepare you to actively engage in class. You will be actively involved in all classroom activities and discussions and speak German at all times. Your

participation will be graded on a scale from 0 (absent) to 10 (well prepared, actively engaged, speaking German 100% of the time).

Attendance is mandatory. If you must miss a session, please inform me before class. The first four unexcused absences will result in your final grade being lowered by one-third point (A- to B+), each additional unexcused absence will cause the final grade to be lowered by the same amount. Excessive and repeated tardiness will also negatively affect your participation grade. It is your responsibility to make up the in-class work and homework assignments you missed. Please refer to the syllabus and ask your classmates to fill you in and maybe share their notes with you.

Tech policy: Laptops will be used for writing exercises when announced beforehand. Cell phones can be used as dictionaries. We'll communicate via email.

Homework

Our main purpose in class is to use German communicatively and creatively, and the homework is an essential means to this end. Homework will prepare you for class and must be completed before you come to class. Our weekly exercises, blog posts and pronunciation exercises, are due at the end of each week, on Sundays by 8pm (they are graded separately from your grammar homework in the categories Blog and Speaking Activities).

Bring your grammar homework to class and hand it in before our session begins. We will not go over grammar in class, except under extraordinary circumstances, but we will use it extensively. The homework will help you to improve the accuracy of your written and spoken expression and prepare you to succeed in class. Make sure to have read the texts carefully, highlight important key words and facts and come prepared to talk about the content, if you have questions write them down so that you can ask them in class. The homework grade is based on grammar and vocabulary exercises and will be graded for completion only. If you do the exercises and hand them in on time, you will receive full credit. This means everyone is starting with 100 points in this category. If you hand your homework in late, one point per day will be taken off, up to five points. I won't accept homework that are more than five days late.

Quizzes

To ensure that you are making progress on your grammatical proficiency and know important vocabulary, both indispensable to be successful in class, we will have short quizzes each week. The quizzes will review the same material throughout each module. This means that when we start a grammar chapter of the *Handbook*, we will write an initial quiz. This quiz will show me what we have to practice. The next week, we will repeat the same quiz to see whether you have improved your understanding of the grammar. If you haven't mastered a grammar chapter yet, you will have the opportunity to take the quiz a third time. Your best score will determine your quiz grade of each module. My goal is for each of you to achieve mastery of the grammar which means 100% in this category at the end of each module.

Speaking Activities

Each week, you will be asked to complete a pronunciation exercise and upload it to our Audio Dropbox on Blackboard. These activities will help you practice your pronunciation and prepare you for presentations and your final project of creating a podcast. We will move from concentrating on certain sounds and speaking words to speaking full sentences and free speech. Your grade in this

category is determined by the progress you make and the punctual completion of each exercise. Exercises are due each week on Sundays by 8pm.

Blog

Your blog serves two purposes: 1) It will record your podcast listening exercises. 2) It will prepare you to write a paper and create your final project.

1. **Podcasts listening post:** Each week you will listen to 30 minutes of podcasts. You can choose to listen to one longer podcast or to multiple shorter ones. This site lists German podcasts according to category: <http://podster.de/> Deutsche Welle has many podcasts as well, some even with video. You can find their podcasts here: <http://www.dw.com/en/media-center/podcasts/s-100977>.

The only must is that the podcast is in German, everything else is up to you. Choose something you find interesting, so that these exercises are fun even when you listen to the same thing multiple times. You won't be tested on these podcasts, they are to train your listening skills and to give you ideas for your own podcast at the end of the course. Some podcasts have transcripts as well. Try to listen to the audio first without reading the transcript and get the general idea first. You can go back then and listen for more detail or read the transcript to see whether you got the message right. You do not need to understand every word, listen for overall content rather than details.

After listening, write three sentences in your blog and say a) which blogs did you listen to? b) what did you find interesting? c) what did you find weird or not so interesting, or do you have questions because of what you heard?

The podcast listening blog entries are graded for completion only. You will begin during week 2 and complete this exercise every week. The entries are due on Sundays by 8pm.

2. **Weekly blog posts:** Additionally you will write weekly blog posts that prepare your paper and podcast and apply your grammar and vocabulary skills. The topic of each blog can be found in the Kursplan below and more detailed in the handout on Blackboard. Each blog entry should be 100-200 words long. Pay attention to your grammar and spelling (proofread!). But blog entries aren't essays! You can write informally. This exercise is graded out of 20 points. I will evaluate content, interaction with your peers as well as grammatical skill and vocabulary proficiency. See also the handout "Blog Einträge" on Blackboard under "Aufgaben" for detailed description of each blog entry and the rubric.

Paper

You will write one essay this semester in two drafts that will prepare your podcast and build on your weekly blog entries. You will choose, in coordination with me, one stereotype and write 5 pages.

Your essay should include (1) a definition of what a stereotype is, (2) explain why your chosen stereotype represents Germany or Germans (where can you find it in the US media for instance), (3) reflect on the stereotype by utilizing research about the topic (what is correct about the stereotype, what is incorrect, what is the reality of the topic in Germany) and (4) conclude with a differentiated statement about the stereotype related to German culture.

Your first draft will be due during week 8. Please upload it as a word document to Blackboard under “Aufgaben.” Your first draft will be 4-5 pages long and include quotes from at least two sources.

After receiving feedback, you will revise this first draft and add at least one page in content and one more source. Your final version of the paper will then be 5-6 pages long and include quotes from at least three sources. It is due during week 10.

The paper will be graded out of 100 points. The rubric can be found in the document titled “Aufsatz” under “Aufgaben” on Blackboard.

Podcast

Our final project in this class will be the creation of a podcast on our topic “Was ist deutsch?” All blog entries, your paper, two interviews that you will conduct during the semester as well as grammar and vocabulary exercises will prepare you for and cumulate in this final project. The goal of in class activities and these homework exercises then is to help you to succeed in your final project.

In multiple class sessions you will discuss the format of this podcast and decide whether these are individual or group, audio only or also video podcasts. You will complete a storyboard for your individual or collaborative podcast, write up what you want to say during the podcast, collect visual material if necessary, and record your podcast. Our pronunciation exercises will prepare you for this recording.

The podcast will be graded out of 100 points and include your effort in: planning sessions (do you contribute constructively to the discussions?), the storyboard, the outline and the final recorded version of your podcast. A detailed rubric can be found under “Aufgaben” and is titled “Podcast Projekt.”

Exams

There are no exams in this class.

Personal Learning Goals (Option 2: Learning and Grading Contract)

This course will prepare you for future classes in German and it is, therefore, flexible to accommodate different learning goals. You may plan study abroad in Munich or you are continuing to take seminars in German. The skills needed by each of you may thus differ. You will be able to determine your own goals and target your work on different skill areas to reach those goals. The grading may also differ because of these personalized learning goals. Everyone will fill out the Learning and Grading Contract before the second class session and I will base the curriculum, material and grading on this contract between each of you and me.

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>). 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.

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.

As this is a language class, the use of translation programs such as google translate for papers and homework is considered academic misconduct.

Note to Students with Disabilities

This is an accommodation-friendly class. If you have documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone). Once your accommodation is in place, I am happy to meet with you privately during my office hours to discuss your special needs. Please see me within the first week of class. For more information visit: <http://www.eas.wayne.edu/>.

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. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>.

Kursplan

Datum	Themen Texte/Filme	Grammatik und Vokabeln	Wochenaufgaben (Abgabetermine)
Di, 12.1.	Was ist deutsch? Einführung		Blog 1: „Stereotype“ (fällig am Sonntag, 17.1.)
Do, 14.1.	Was ist deutsch? Stereotype und Inhaltsplanung.	Lesen Sie <i>Handbuch</i> S. 270- 277 und machen Sie Übungen A-C Einstiegs-Quiz - Pronomen	Learning and Grading Contract: fällig am 17.1. auf Blackboard Aussprache-Übung: Lesen Sie die Wörter von Aussprache-Blatt 1 und nehmen Sie sich in der Audio Dropbox auf. Fällig am Sonntag, 17.1.
Di, 19.1.	<i>Almanya</i> : wir schauen den Film gemeinsam	Übungen D-I im <i>Handbuch</i> (lesen Sie die Zusammenfassung auf S. 282f)	Blog 2: „Stereotype in <i>Almanya</i>“ (fällig am Sonntag 24.1. usw.) Aussprache-Übung: Lesen Sie die Wörter von Aussprache-Blatt 2, hören Sie meine Aussprache und nehmen Sie sich in der Audio Dropbox auf.
Do, 21.1.	<i>Almanya</i> : wir schauen den Film gemeinsam Besprechen der Interview- Fragen	2. Quiz - Pronomen Lesen Sie <i>Handbuch</i> S. 302- 307 und formulieren Sie Fragen zu Stereotypen. Schreiben Sie die Fragen als direkte und indirekte Fragen. Nächste Woche interviewen Sie GTAs über Stereotype	Aussprache-Übung: Lesen Sie die Wörter von Aussprache-Blatt 2, hören Sie meine Aussprache und nehmen Sie sich in der Audio Dropbox auf.
Di, 26.1.	Was ist Kultur? Hochkultur; Produkte, Perspektiven und Praktiken. Repräsentation von Kultur.	Übungen B, D, E, H	Diese Woche Gruppen- Interviews mit GTAs Blog 3: „Stereotype- Definition“
Do, 28.1. Laptops	Klassische Musik – Komponisten und ihre Musik	Lesen Sie <i>Handbuch</i> S. 285- 288 Übungen A-E Vokabular: „Musik“ 1. Quiz - Fragen und Relativsätze	Aussprache-Übung: Wählen Sie das Arbeitsblatt, das wir besprochen haben. Lesen Sie die Wörter, hören Sie meine Aussprache und nehmen Sie sich in der Audio Dropbox auf.

Di 2.2.	Podcast-Planungs-Sitzung (Themen: wer bearbeitet welchen Stereotyp? Video oder Audio, Logo etc.) Die Deutschen und die Natur – Romantik	Lesen Sie <i>Handbuch</i> S. 289-291 (wo und was, wer und was, andere Formen) Übungen G-L	Blog 4: “Mein Stereotyp” Aussprache-Übung: Wählen Sie ein Arbeitsblatt.
Do, 4.2.	Die Deutschen und die Natur – Naturlyrik und Kunst in der Romantik	Lesen Sie die Zusammenfassungen von Kapitel 18 und 19 Vokabular: „Natur“ 2. Quiz - Fragen und Relativsätze	
Di, 9.2.	Die Deutschen und die Natur – Energiewende (erneuerbare Energien, grüne Technik)	Lesen Sie <i>Handbuch</i> S. 316-319 Vokabular: „Technik“ Übungen A und B 1. Quiz – es und da-	Blog 5: “Mein Stereotyp in deutschen Medien“ Aussprache-Übung: Lesen Sie die ersten drei Sätze eines der beiden Artikel vor und nehmen Sie sich auf. Achten Sie auch auf Intonation.
Do, 11.2.	Grammatikinsel - da-Konstruktionen und Relativsätze	Lesen Sie <i>Handbuch</i> S. 319-322 Übungen C, D, G	
Di, 16.2.	Grüne Techik: Autos in Deutschland und Detroit (VW-Skandal und e-Autos)	Übungen E, F Vokabular: „Kunst“ 2. Quiz – es und da-	Blog 6: “Planung meines Aufsatzes” Aussprache-Übung: Lesen Sie die drei Sätze der letzten Woche und zwei weitere Sätze und nehmen Sie sich auf.
Do, 18.2.	Podcast-Planungs-Sitzung (Gruppen oder Einzelpodcasts, evtl. Bestimmen der Gruppen) Kunst-Exkurs - August Macke	Lesen Sie <i>Handbuch</i> S. 353-360, lernen Sie den Wortschatz auf S. 360	
Di, 23.2.	Woher kommen die Deutschen? Wer sind die Deutschen?	Kap. 22, Übung B Vokabular: „Über Statistiken sprechen“	Blog 7: “Zitatübung” Aussprache-Übung: Lesen Sie zwei Zitate und Ihre Paraphrasierungen und nehmen Sie sich auf.
Do, 25.2.	Völkerwanderung(en), Flucht und Vertreibung	Kap. 22, Übung C und D Vokabular: „Recht“ 1. Quiz – Konjunktiv I	
Di, 1.3.	Podcast-Planungs-Sitzung (Telefoninterviews)	Kap. 22, Übung E	Geben Sie Ihren Aufsatz ab!

	Flüchtlingskrise	Lesen Sie das Roman-Exzerpt auf Blackboard.	Aussprache-Übung: Lesen Sie die Einleitung Ihres Aufsatzes und nehmen Sie sich auf.
Do, 3.3.	Global Studies Event (Wir treffen uns im Student Center)	Kap. 22, Übung A	
Di, 8.3.	Deutsche Tugenden?!	Lesen Sie <i>Handbuch</i> S. 330-341 Vokabular: „Adjektive“ 2. Quiz – Konjunktiv I	Diese Woche: Individuelle Telefoninterviews Blog 8: “Telefoninterview”
Do, 10.3.	Die Deutschen und ihre Arbeit – Disziplin, Effizienz und Exportweltmeister	Kap. 21, Übungen A-G 1. Quiz – Konjunktiv II	Aussprache-Übung: Laden Sie Ihr Telefoninterview in die Audio Dropbox.
Spring Break			
Di, 22.3.	Die Deutschen und ihre Freizeit – Vereine, Reisen und Feste	Kap. 21, Übungen H-M Vokabular: „Freizeit“ 2. Quiz – Konjunktiv II	Geben Sie Ihren überarbeiteten Aufsatz ab! (Freitag 25.3.) Blog 9: „Meine Überarbeitungen“
Do, 24.3.	Podcast-Planungs-Sitzung (Storyboards) Evtl. Feste und spezielles Essen (regionale Spezialitäten)		Aussprache-Übung: Erzählen Sie, was Sie an Ihrem Aufsatz verändert haben und warum. Fünf Sätze für die Audio Dropbox.
Di, 29.3.	Was essen die Deutschen? Vom Oktoberfest zum Karneval der Kulturen Referat: Danielle zu Restaurants, Essen und Bayern	Lesen Sie <i>Handbuch</i> S. 368-373 Vokabular: „Essen“ Lernen Sie den Wortschatz auf S. 373 1. Quiz Imperativ	Geben Sie Ihr Storyboard ab! Aussprache-Übung: Erzählen Sie wie Ihr Podcast aussehen wird. Fünf Sätze für die Audio Dropbox.
Do, 31.3.	Podcast-Planungs-Sitzung (letzte Dinge) Was essen die Deutschen? Biogemüse und Fleisch.	Kap. 23, Übungen A und B	
Di, 5.4.	Schami: <i>Der geheime Bericht</i> Lesen Sie: „Wie die Geschichte anfing“	Kap. 23, Übungen C und D Vokabular: „Schami I“	Geben Sie Ihren Podcast-Entwurf ab! Aussprache-Übung:

		2. Quiz Imperativ	Lesen Sie eine Minute Ihres Entwurfs und nehmen Sie sich auf.
Do, 7.4.	Schami: <i>Der geheime Bericht</i> Lesen Sie „Die erste Nacht“ und „Die fünfte Nacht“	Vokabular: „Schami II“	
Di, 12.4.	Schami: <i>Der geheime Bericht</i> Lesen Sie „Die vierte Nacht“ und „Die achte Nacht“	Lesen Sie <i>Handbuch</i> S. 380-383, lernen Sie den Wortschatz auf S. 383f Vokabular „Schami III“ 1. Quiz - Futur	Blog 10: “Ist Goethe deutsch?” Aussprache-Übung: Lesen Sie Ihren Podcast mehrmals und nehmen Sie ihn dann in der Audio Dropbox auf!
Do, 14.4.	Schami: <i>Der geheime Bericht</i> Lesen Sie „Die neunte Nacht“ und „Wie die Geschichte zu Ende ging“	Übungen A-C Vokabular: „Schami IV“	
Di, 19.4.	Wrap-up	Übungen D und E 2. Quiz - Futur	Blog 11: “Reflektion” (Sonntag 24.4.)
Do, 21.4.	Podcast Präsentation		Geben Sie Ihren Podcast ab (Mittwoch 20.4.)!