

| <b>DEREE COLLEGE SYLLABUS FOR: GE 2202 GERMAN III</b> |  | <b>3/0/3 US credits</b> |
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| <b>(Updated Spring 2016)</b>                          |  |                         |
| <b>PREREQUISITES:</b>                                 | GE 1000 German I<br>GE 1101 German II<br><b>or</b> waiver  |                         |
| <b>CATALOG DESCRIPTION:</b>                           | Intermediate German. Further development of four language skills (speaking, reading, listening and writing) so students can use language with some independence. Emphasis on vocabulary building and reading of longer texts. Communication beyond simple everyday life towards more abstract and professional topics. (CEFR-B1)   |                         |
| <b>RATIONALE:</b>                                     | This is the third course in a three-part series that leads to proficiency in oral and written usage of modern colloquial German. Emphasis is on communicative competence. Students go beyond everyday situations to the discussion of more complex topics and towards usage of the language in a more professional environment. Longer readings about social issues that concern German-speaking countries today form the basis for discussions and oral and written exercises. Having completed this course, students will have covered and reinforced all the essentials of German grammar as well as enough area studies material to enable them to communicate appropriately in most everyday situations and in some situations at the work place. |                         |
| <b>LEARNING OUTCOMES:</b>                             | The student who has completed this course will be able to:<br><br><ol style="list-style-type: none"> <li>1. Demonstrate understanding of the main points of short clear standard speech on familiar matters, provided the speech is slowly articulated.</li> <li>2. Demonstrate understanding of short texts which consist of frequently used everyday vocabulary.</li> <li>3. Take part in everyday predictable interaction on familiar topics, personal interest and experience.</li> <li>4. Compose short, linear connected texts on a range of familiar subjects.</li> <li>5. Demonstrate understanding of cultural similarities and differences.</li> </ol>   |                         |
| <b>METHODS OF TEACHING AND LEARNING :</b>             | Classes consist of interactive learning and the instructor is a guide, a source of information, and a facilitator in the learning process and during class activities. While the course encompasses the learning of all four language skills, work in class concentrates on oral communication. Students collaborate mainly in pairs and small groups. Reading and writing assignments are done mostly as homework.<br><br>Activities<br>-pre-reading and pre-listening activities   |                         |

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|   | <p>-listening activities with audio/video inputs (in and out of class)</p> <p>-instructor's and students' conclusion and synthesis regarding grammar and syntax</p> <p>-group and individual writing (in and out of class)</p> <p>-role plays imitating real life situations</p> <p>-presentations of basic German socio-cultural aspects</p> <p>-reading and writing activities, grammar, lexical activities with the workbook and with internet sites (in and out of class)</p>   |   |            |                               |           |                     |            |   |            |   |           |
| <b>ASSESSMENT:</b>  | <table border="1" data-bbox="591 533 1295 1163"> <tr> <td data-bbox="591 533 1175 764"> <b>Summative Portfolio</b> <ul style="list-style-type: none"> <li>• Assignments (25%)</li> <li>• Written project on a topic related to the target culture (5%)</li> </ul> </td> <td data-bbox="1175 533 1295 764" style="text-align: center;"><b>30%</b></td> </tr> <tr> <td data-bbox="591 764 1175 842"><b>In-class participation</b></td> <td data-bbox="1175 764 1295 842" style="text-align: center;"><b>5%</b></td> </tr> <tr> <td data-bbox="591 842 1175 919"><b>Midterm exam</b></td> <td data-bbox="1175 842 1295 919" style="text-align: center;"><b>20%</b></td> </tr> <tr> <td data-bbox="591 919 1175 1052"> <b>Final exam</b> <ul style="list-style-type: none"> <li>• Written exam (30%)</li> <li>• Oral exam (15%)</li> </ul> </td> <td data-bbox="1175 919 1295 1052" style="text-align: center;"><b>45%</b></td> </tr> <tr> <td data-bbox="591 1052 1175 1163"> <b>Formative coursework</b><br/>           Diagnostic tests as well as listening, reading, speaking and writing activities.         </td> <td data-bbox="1175 1052 1295 1163" style="text-align: center;"><b>0%</b></td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The portfolio tests learning outcomes 4 and 5<br/> The class participations tests learning outcomes 3, 4<br/> The Midterm exam tests learning outcomes 1,2,4<br/> The final written examination tests learning outcomes 1, 2, 4,and 5.<br/> The final oral exam tests learning outcome 3</p> <p><b>The German Language Portfolio</b> includes written assignments such as dialogs, e-mails, informal and formal letters, forms, descriptions, songs, a short review of a German film, a project on a topic related to German culture, exercises and online activities.</p> | <b>Summative Portfolio</b> <ul style="list-style-type: none"> <li>• Assignments (25%)</li> <li>• Written project on a topic related to the target culture (5%)</li> </ul> | <b>30%</b> | <b>In-class participation</b> | <b>5%</b> | <b>Midterm exam</b> | <b>20%</b> | <b>Final exam</b> <ul style="list-style-type: none"> <li>• Written exam (30%)</li> <li>• Oral exam (15%)</li> </ul> | <b>45%</b> | <b>Formative coursework</b><br>Diagnostic tests as well as listening, reading, speaking and writing activities. | <b>0%</b> |
| <b>Summative Portfolio</b> <ul style="list-style-type: none"> <li>• Assignments (25%)</li> <li>• Written project on a topic related to the target culture (5%)</li> </ul> | <b>30%</b>  |   |            |                               |           |                     |            |   |            |   |           |
| <b>In-class participation</b>   | <b>5%</b>   |   |            |                               |           |                     |            |   |            |   |           |
| <b>Midterm exam</b>   | <b>20%</b>  |   |            |                               |           |                     |            |   |            |   |           |
| <b>Final exam</b> <ul style="list-style-type: none"> <li>• Written exam (30%)</li> <li>• Oral exam (15%)</li> </ul>   | <b>45%</b>  |   |            |                               |           |                     |            |   |            |   |           |
| <b>Formative coursework</b><br>Diagnostic tests as well as listening, reading, speaking and writing activities.   | <b>0%</b>   |   |            |                               |           |                     |            |   |            |   |           |
| <b>INDICATIVE READING:</b>  | <p><b>REQUIRED READING:</b></p> <p>Kaufmann, Susan et al.<br/> <i>Berliner Platz 3 neu. Deutsch im Alltag.</i><br/>           Berlin: Langenscheidt, 2011.</p>  |   |            |                               |           |                     |            |   |            |   |           |

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|  | <p>ISBN: 978-3-468-47241-1</p> <p>Seiffert Christian.<br/><i>Treffpunkt D-A-CH. Landeskundeheft 3.</i><br/>Berlin: Langenscheidt, 2011.<br/>ISBN: 978-3-468-47256-5</p> <p><b>RECOMMENDED READING:</b><br/>none</p> |
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| <b>INDICATIVE MATERIAL:</b>        | <p><b>REQUIRED MATERIAL:</b><br/>none</p> <p><b>RECOMMENDED MATERIAL:</b><br/>A dictionary of contemporary German</p> <p><i>Lemcke, Christiane und Lutz Rohrmann.</i><br/><i><u>Berliner Platz 3 neu. Deutsch im Alltag. Intensivtrainer.</u></i><br/><i>Berlin: Langenscheidt, 2011.</i><br/><i>ISBN: 978-3-468-47245-9</i></p> <p><i>Billina, Anneli und Monika Reimann.</i><br/><i>Uebungsgrammatik für die Grundstufe.</i><br/><i>Ismaning: Hueber, 2012.</i><br/><i>ISBN: 978-3-19-107448-7</i></p> |
| <b>COMMUNICATION REQUIREMENTS:</b> | Verbal (presentation) skills.<br>Word and/or PowerPoint for written assignments and projects   |
| <b>SOFTWARE REQUIREMENTS:</b>      | Word and Power Point   |

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| <b>WWW RESOURCES:</b> | <p><a href="http://www.langenscheidt-unterrichtsportal.de/berliner-platz-neu">www.langenscheidt-unterrichtsportal.de/berliner-platz-neu</a><br/> <a href="http://www.goethe.de/lrn/duw/auf/sta/deindex.htm">http://www.goethe.de/lrn/duw/auf/sta/deindex.htm</a><br/> <a href="https://login.goethe.de/cas/login?service=https%3A%2F%2Fwww.goethe.de%2Fprj%2Fdfd%2Fservices%2Fcas%2F&amp;locale=de&amp;renew=false">https://login.goethe.de/cas/login?service=https%3A%2F%2Fwww.goethe.de%2Fprj%2Fdfd%2Fservices%2Fcas%2F&amp;locale=de&amp;renew=false</a><br/> <a href="http://www.kaleidos.de/">http://www.kaleidos.de/</a><br/> <a href="http://www.deutsch-lernen-online.net">www.deutsch-lernen-online.net</a><br/> <a href="http://www.duden.de/">http://www.duden.de/</a><br/> <a href="http://www.deutschland.de">www.deutschland.de</a><br/> <a href="http://www.swissinfo.org">http://www.swissinfo.org</a><br/> <a href="https://www.oesterreich.com">https://www.oesterreich.com</a><br/> <a href="http://www.griechenland.net">www.griechenland.net</a></p> |
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| <b>INDICATIVE CONTENT:</b>           |  |   |   |
| <b>Lektion 25</b><br>(Old and Young) | Describe people; request information on the phone; list advantages and | Prepositions with accusative, direct and indirect questions | Reading: Report on a multi-generation building project; brochure: students teach senior citizens. |

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|  | disadvantages  |   | Listening: Interview; obtain information on the phone  |
| <b>Lektion 26</b><br>(Hotel: What can I do for you?) | Make a reservation; complain, compare and praise; an application on the phone; tourism brochures                             | Masculine nouns: the n-declination, comparative: regular and irregular forms, article + superlative + adjective ending                                | Reading: Job ads; advertisements for winter holidays.<br>Listening: Conversations in a hotel; applications on the phone                          |
| <b>Lektion 27</b><br>(Nutrition)                     | Talk about eating habits; understand tips for healthy nutrition; order and pay in a restaurant; give advice                  | Infinitive groups with 'zu', dependent clauses with 'obwohl', morphology: nouns   | Reading: Graphics about healthy nutrition; texts about nutritional habits; menus<br>Listening: Interview   |
| <b>Lektion 28</b><br>(History)                       | Understand historical texts; speak about past events; speak about migration; express opinions (about Europe)                 | Perfect and simple past, past perfect, dependent clauses with 'als' and 'nachdem'   | Reading: Texts about historical events; a biographical text; a short story<br>Listening: personal experience; opinions about Europe              |
| <b>Lektion 29</b><br>(Men and Women)                 | Talk about relationships; express feelings; express opposite views; deal with conflicts; mention problems and express wishes | Double conjunctions, dependent clauses with 'während' (expressing opposites), with 'bis' and 'bevor', morphology: nouns for persons, diminutive forms | Reading: a magazine article about relationships; a government text about financial assistance<br>Listening: personal views on love; an interview |
| <b>Lektion 30</b><br>(Hospital)                      | Announce an emergency; a conversation with a doctor; express conflict; talk about jobs in health care                        | Relative clauses in the nominative, accusative and dative, relative pronouns, morphology: nouns from verbs and adjectives                             | Reading: texts about health care jobs; short story<br>Listening: an emergency call; an interview   |
| <b>Lektion 31</b><br>(Movement)                      | Tell a story; describe processes;  | Pronouns and pronominal adverbs, verbs with prepositions and dependent  | Reading: Gallop on fitness; a report<br>Listening: Interview   |

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|   | indicate a purpose; describe feelings and attitudes  | clauses, reflexive pronouns in the dative and accusative, dependent clauses with 'damit' and 'um . . . zu'  |   |
| <b>Lektion 32</b><br>(Shopping)                 | Talk about shopping habits; a complaint on the phone; conversation strategies on the phone; talk about consumer protection | The genitive case: articles and possessive articles, adjective endings, prepositions with the genitive: 'wegen' and 'trotz', position of pronouns | Reading: consumer problems; a poem by E. Kästner; an article<br>Listening: a song by 'Prinzen'; a complaint         |
| <b>Lektion 33</b><br>(Environment and energy)   | Talk about saving energy; express that sth. is important; plans for the future; make suggestions                           | Future tense with 'werden', subjunctive forms, morphology: adjectives from verbs or nouns: -arm, -los, -frei                                      | Reading: tips for saving energy; text about garbage; text about gardening<br>Listening: Interview                   |
| <b>Lektion 34</b><br>(Encounters)               | Explain what sth. means; show consequences; express conditions and wishes  | Join sentences with 'deshalb/deswegen', 'trotzdem', conditional 'wenn' clause, morphology: abbreviations  | Reading: a poem; a blog; text about two women<br>Listening: two interviews  |
| <b>Lektion 35</b><br>(Changing Work Conditions) | Talk about work conditions; describe daily routines; tips for working abroad; talk about business strategies               | Dependent clauses with 'während' and 'seit', review: connecting clauses, morphology: abbreviations inside texts                                   | Reading: an article about working abroad; a text on 'freelance work'<br>Listening: a conversation about home office |