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| DEREE COLLEGE SYLLABUS FOR: | |
| GE 2210 BUSINESS GERMAN | 3/0/3 |
| (Updated Spring 2016) | |
| PREREQUISITES: | GE 1000 German I GE 1101 German II or waiver |
| CATALOG DESCRIPTION: | Oral and written communication in a German business environment. Specific vocabulary and expressions for the professional world. (CEFR-B1) |
| RATIONALE: | This course is designed for students at the low intermediate level who wish to prepare for the world of business with its specific vocabulary and expressions. While reviewing some points of German grammar, the course will mainly familiarize students with the appropriate terminology for a range of situations that deal with work-related issues, such as team meetings, job requirements and descriptions, job applications, business transactions etc. Oral practice in class will be combined with extensive written exercises at home to enable students to produce a variety of mainly business-oriented correspondence. |
| LEARNING OUTCOMES: | As a result of completing this course, a student will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the main points of short clear standard speech in a business / work environment, provided the speech is slowly articulated. 2. Demonstrate understanding of short texts which consist of vocabulary frequently used in a business / work environment. 3. Take part in simple predictable interactions on subjects related to the business / work environment. 4. Compose different types of short linear connected texts used frequently in a business environment. |

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| METHODS OF TEACHING AND LEARNING: | <p>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.</p> <p>Activities</p> <ul style="list-style-type: none">-listening activities with audio/video inputs (in and out of class)-reading and writing activities, grammar, lexical activities (in and out of class)-instructor's and students' conclusion and synthesis regarding grammar and syntax-group and individual writing (in and out of class)-role plays imitating real life situations-simple presentations (individuals and groups) |
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| ASSESSMENT: | <table border="1"> <tr> <td> Summative Portfolio <ul style="list-style-type: none"> • Assignments 25% • written project on a topic related to the target culture (5%) </td> <td style="text-align: right;">30%</td> </tr> <tr> <td> In-class participation </td> <td style="text-align: right;">5%</td> </tr> <tr> <td> Midterm exam </td> <td style="text-align: right;">20%</td> </tr> <tr> <td> Final exam <ul style="list-style-type: none"> • Written exam (30%) • Oral exam (15%) </td> <td style="text-align: right;">45%</td> </tr> </table> | Summative Portfolio <ul style="list-style-type: none"> • Assignments 25% • written project on a topic related to the target culture (5%) | 30% | In-class participation | 5% | Midterm exam | 20% | Final exam <ul style="list-style-type: none"> • Written exam (30%) • Oral exam (15%) | 45% |
| | Summative Portfolio <ul style="list-style-type: none"> • Assignments 25% • written project on a topic related to the target culture (5%) | 30% | | | | | | | |
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| Final exam <ul style="list-style-type: none"> • Written exam (30%) • Oral exam (15%) | 45% | | | | | | | | |
| <table border="1"> <tr> <td> Formative coursework Diagnostic tests as well as listening, reading, speaking and writing activities. </td> <td style="text-align: right;">0%</td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The portfolio tests learning outcomes 4. The class participations tests learning outcomes 3, 4 The Midterm exam tests learning outcomes 1,2,4 The final written examination tests learning outcomes 1, 2, 4. The final oral exam tests learning outcome 3</p> <p>The German Language Portfolio includes short written assignments such as dialogs, e-mails, informal letters, forms, brief descriptions, songs, a short review of a German film, a project on a topic related to German culture, exercises and online activities.</p> | Formative coursework Diagnostic tests as well as listening, reading, speaking and writing activities. | 0% | | | | | | | |
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| INDICATIVE READING: | REQUIRED READING: Harst, Eva et al. <i>Treffpunkt Beruf. Deutsch für den Beruf B1.</i> Berlin: Langenscheidt, 2012. ISBN: 978-3-468-47258-9 Seiffert, Christian. <i>Schreiben in Alltag und Beruf. Intensivtrainer A2/B1.</i> Berlin: Langenscheidt, 2009. ISBN: 978-3-468-49156-6 |
| | REQUIRED MATERIAL: |

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| INDICATIVE MATERIAL: | <p>none</p> <p>RECOMMENDED MATERIAL: A dictionary of contemporary German, preferably: <i>Euro-Wörterbuch Griechisch</i>, Langenscheidt</p> <p>Billina, Anneli und Monika Reimann. <i>Übungsgrammatik für die Grundstufe</i>. Ismaning: Hueber, 2012. ISBN: 978-3-19-107448-7</p> |
| COMMUNICATION REQUIREMENTS: | <p>Verbal (presentation) skills. Word and/or PowerPoint for written assignments and projects</p> |
| SOFTWARE REQUIREMENTS: | <p>Word and Power Point</p> |

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| WWW RESOURCES: | <p>http://www.wirtschaftsdeutsch.de/webliographie/Lehr-und_Lernmittel/Online-Uebungen/ (exercises for business German)</p> <p>http://arbeits-abc.de/ (info about jobs, applications, work laws, etc)</p> <p>http://handwerk.de/ (information about jobs in trade / crafts)</p> <p>www.goethe.de (area studies material, exercises)</p> <p>http://www.handelsblatt.com/</p> <p>http://www.deutsch-perfekt.com/ (area studies material, exercises)</p> |
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| INDICATIVE CONTENT: | <p>The syllabus is based on the book <i>Treffpunkt Beruf</i></p> | |
| Customer Service: | <p>1 Making appointments on the phone</p> <p>2 Advising customers</p> <p>3 Dealing with complaints</p> <p>4 Working Hours and Schedules</p> | <p>A Note taking in a telephone conversation, dialogs</p> <p>B Dialogs giving advice</p> <p>C Listening and note taking, reacting politely to customer complaints both orally and in writing</p> <p>D (Close) reading comprehension, reporting one's own preferences, listening for specific information in regard to schedules, dialogs, team work to arrange a weekly work schedule</p> |

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| | 5 Instructions for Work Safety | E Understanding instructions (reading text and listening comprehension), personal reports |
| | 6 Smalltalk in a company | F Close reading of narrative list, dialog practice |
| Team Work | 1 Describing my own job | A Job descriptions, personal accounts, listening comprehension |
| | 2 Introducing a new team member | B Reading comprehension, dialogs, personal account |
| | 3 A team conference | C Listening comprehension, expressing an opinion, group project |
| | 4 Talking to a patient | D Reading and listening comprehension, dialogs in various situations with customers |
| | 5 Problem solving within the team | E Listening comprehension, dialogs and strategies for problem solving |
| | 6 Checklists and various other forms | F Reading comprehension, filling in and designing work forms |
| | 7 Writing reports | G Writing concise reports |
| | 8 Reports to the Work Council | H Describing statistical data, reading comprehension, partner dialogs, spoken language vs written language |
| Craft and Industry | 1 Comparing company sizes | A Describing companies, expressing advantages and disadvantages and personal preferences |
| | 2 Work conditions in the production | B Describing work processes, listening comprehension, personal accounts |
| | 3 Requirements in the manufacturing sector | C Describing various jobs in manufacture, presentations |
| | 4 Self-employed work | D Listing work duties, discussion of (dis-)advantages |
| | 5 Getting orders and making offers | E Partner dialogs, reading comprehension and writing practice (offer) |
| | 6 Discussing an offer | F Listening comprehension, dialog practice |
| | 7 Complaints in regard to deliveries | G Listening comprehension, written complaints, dialog practice (apologizing) |
| | 8 How to write an invoice | H Parts of a standard invoice, writing practice |
| | | I Listening comprehension, |

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| | 9 Appropriate tone in conversations | expressions for instructions, apologies, contradictions, dialog practice, concise note taking |
| Professional Aims | <p>1 Describing personal experience and interests</p> <p>2 Speaking about professional and personal aims</p> <p>3 Describing personal strengths</p> <p>4 Job descriptions, personal strengths</p> <p>5 Obtaining information on the phone in regard to professional counselling</p> <p>6 Job ads</p> <p>7 Writing a job application</p> <p>8 A job interview</p> <p>9 Stories about continuing education</p> <p>10 Information about continuing education in various ads</p> | <p>A Personal accounts, reacting to personal accounts</p> <p>B Listening comprehension, group presentations, personal accounts</p> <p>C Listening comprehension, job related characteristics</p> <p>D Personal accounts of characteristics, giving reasons</p> <p>E Listening comprehension, dialog practice in regard to professional choices</p> <p>F (Close) reading, vocabulary training</p> <p>G Talking about a job application, how to build a cv</p> <p>H Listening comprehension, dialog practice</p> <p>I Reading comprehension, questions and answers, personal account</p> <p>J Reading comprehension, writing practice</p> |
| INDICATIVE CONTENT: | <i>(Schreiben in Alltag und Beruf)</i> | |
| | <p>In parallel to the above course book on which the syllabus is based respective writing practice from the book <i>Schreiben in Alltag und Beruf</i> will be discussed and assigned.</p> <p>Topics:</p> <p>1 Business mail</p> <p>2 Appointments</p> <p>3 Notes and reports</p> <p>4 Personal mail in everyday life and on the job</p> <p>5 Placing Orders</p> <p>6 Job search and positions</p> | |