Course Overview
This content- and task-based intermediate German course builds on your previous German course work and assumes that you have basic skills in German. The course combines the acquisition of communicative competence and cultural awareness with mastery of language structures. We will focus on intermediate-level development of all language skills (reading, writing, speaking, and listening). In-class time will focus on developing speaking skills, while out-of-class assignments will help you improve your writing skills. Reading, viewing, and discussing a broad range of cultural materials from the German-speaking world are essential components of this course. The class will be conducted entirely in German.

Mondays, Wednesdays, and Fridays we will meet for synchronous classes on ZOOM from 10am-12pm. Tuesdays and Thursdays you will complete work asynchronously at home. You do not need to complete the work Tuesdays and Thursdays between 10am and 12pm but you do have to complete it before class time the next day. I will be available to answer questions and help during the 10-12 timeslot on Tuesdays and Thursdays. You will find the assignments for the asynchronous days in Canvas, Modules, Page with the Date for the day.

Required Textbook
With access to ILEARN (Quia) $ 93.00 ISBN 9781285145716
(Ebook comes with access to I-Learn)

Recommended
A good German/English – English/German dictionary, such as Harper Collins German Dictionary, Oxford Duden, or Langenscheidt

Course Goals
The course goal is to help you work toward the level Advanced Low, or B1. This means that by the end of the course sequence (130 and 140), you should be able to:
• understand the main points of standard input on familiar topics
• deal with most situations you may encounter when traveling in German-speaking countries
• produce simple connected text on familiar topics or those of personal interest
• describe experiences, events, and plans and explain reasons for opinions

Academic Dishonesty
is not tolerated at Yale. This extends to any work you submit for your German class. Academic dishonesty includes, for example, submitting the same paper for two courses, cheating in any form on any assignment, and plagiarism (which includes copying sentences from the internet). In the context of your language classroom you are also not allowed to use Google Translate or other translating services for looking up more than one word. You are not allowed to receive help on assignments from native speakers, tutors, online translation software, anyone else. You are always more than welcome to seek help or feedback from your instructor.
Grading System

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance/Preparation/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>b. Final Project (1)</td>
<td>15%</td>
</tr>
<tr>
<td>c. Essays (2 @ 10%)</td>
<td>15%</td>
</tr>
<tr>
<td>d. Homework + Daily Journal</td>
<td>40%</td>
</tr>
<tr>
<td>e. Tests (4)</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:

- **A+** = 100%
- **A** = 94%
- **A-** = 90%
- **B+** = 87%
- **B** = 83%
- **B-** = 80%
- **C+** = 77%
- **C** = 73%
- **C-** = 70%
- **D+** = 67%
- **D** = 63%
- **D-** = 60%

**a. Attendance / Preparation / Participation – 10%**

This is an intensive online summer course and you are expected to attend all synchronous class meetings and complete all work for the asynchronous days. You are not allowed to miss any classes. Should an illness arise that will require your absence, please notify your instructor as soon as you are aware of the problem so you may discuss whether an exception can be made. Your active participation in partner and small-group activities and class discussions online (asynchronously and synchronously) is crucial to your progress and is therefore a graded component of the course. In order to participate most effectively, you will have to prepare many activities in advance. Preparation includes, but is not limited to, thoroughly reading assigned texts, preparing answers to assigned questions, learning vocabulary and grammar, and completing written exercises and assignments online. Part of effective participation is speaking German in class. It is crucial and expected that you speak only German, even in Breakout Rooms on Zoom when the instructor is not present.

**b. Final Project – 15%**

Project: Ein Problem in meiner Heimatstadt oder meinem Heimatstaat

For the final project, you will create a video using the tool “Adobe Spark”. Creating videos in AdobeSpark is very easy, and here is a quick tutorial. If you would prefer to create your video in IMovie, you can certainly do that, but AdobeSpark is easier to use and will likely save you time.

In your video, you will use images, clipart, and text and narrate over them to tell us what you think about current challenges that either your hometown or your home state have to deal with. Examples of such challenges can be air pollution, crime, lack of green spaces, trash in the streets, lack of affordable and/or student housing, homelessness, overcrowded sports facilities, public transportation, graffiti, etc.

Your video should describe in detail what the challenges of your specific hometown or home state look like, which projects or initiatives were undertaken to tackle these problems and/or which projects could have been or
should be initiated to improve the situation in your opinion. As a point of reference, you can think about Leipzig’s Wächterhäuser project. Explain why you think this challenge is an important one to address.

Make sure to include concrete examples in your video and use varied vocabulary and grammatical structures that we learned this semester (modal verbs in all tenses, the perfect, the Präteritum, the imperative, relative clauses, reflexive verbs, Konjunktiv II also in the past, indirect speech and Konjunktiv I).

Your video should be about 7-10 minutes (it should not be longer than 15 minutes). A detailed grading rubric is at the end of the syllabus and on Canvas.

c. Essays – 15%

You will write two 300-word essays this semester. Make sure not to write a draft in English and translate it into German, but try to think and write only in German, concentrating on structures and vocabulary you have mastered. These assignments must be completed without help from a native speaker, translation software, or tutors. You may not cut and paste from a web or site other sources without attribution. Use of a translation program is unacceptable. You will be graded on content, organization, comprehensibility, grammar, and word choice/range. Detailed essay assignments will be provided. For both essays you will submit two drafts. Draft 1 is 50% and draft 2 is 50% of the final grade.

Essay 1: Meine Kindheit in meiner Heimatstadt (must primarily be written in simple past)
Essay 2: Ein großes Problem unserer Zeit (must primarily be written in subjunctive II)

d. Homework & Journal – 40%

IIlearn Quia Workbook Online.

Complete the online workbook assignments as they are listed on the syllabus by Midnight the day they are due. Before you use Quia for the first time, you will need to create a new account. Go to http://books.Quia.com and click “Students,” then click “Create a new account.” Select a username, a password, and other information. Then click “submit.” To complete the enrollment process, you will need to enter the course code DXXE966 and the book key.

Daily Journal

For this course you will be asked to keep a daily journal (Monday through Friday; you may skip two days and do those over the weekend but you may not complete more than one post in a day.) Late submissions or make-up of missed submissions are not permitted (exceptions made on a case-by-case basis). You are expected to alternate between a written and a spoken entry each day which you will post on an individual blog. You will complete 3 written and 2 spoken entries each week (M/W/F = writing, T/TH = speaking). Posts are due by Midnight each day. You are allowed and encouraged to write in your journal more often if time permits!

For your journal you can either create a blog (such as on www.tumblr.com or wordpress.com), or you can create a google folder into which you put a google doc with your written journal entries, and upload your videos for your spoken entries). You can also use another tool if you’d like as long as it supports both written and spoken entries. Some tools you could check out are: Padlet.com,

Written entries:

Your written entries must be a minimum of fifteen sentences in each post (more is encouraged). You will receive topics that you should answer in your blog. You may include images or quotes. You may discuss other topics of interest to you (literature, politics, travel, music…) as long as it is in German, but it must be in addition to answering the assigned question. You may not get help with your writing from anyone.

Spoken entries: You must speak freely in your spoken journal entries. Writing down sentences and reading them is not permitted. Your spoken posts should be at least 5 minutes and have to be in the form of a video.
TalkAbroad

For this course we will be using the program TalkAbroad that will connect you with native speakers in Germany. You will be expected to meet 3 times a week with your native speaker partner for 30-minute conversations in German. You can schedule these at your own convenience but we encourage you to schedule them for the asynchronous class days (Tuesdays/Thursdays) and one day of your choice so that you get regular speaking practice throughout the week. Note: You won’t be able to complete these chats on the weekends. We will give you topics to discuss but you can also discuss topics of interest to you.

Other assignments. Other homework listed on the syllabus or assigned in class must be turned in on Canvas. No late homework will be accepted.

e. Tests – 20%

There are four tests. These will deal with material covered in the designated Stationen chapters as well as other material covered in class. The tests will vary slightly and will test any combination of the four skills (reading, writing, speaking, and listening) as well as vocabulary. All tests will be administered through Canvas and will be timed.

Preliminary Course Schedule

*the left column tells you what topics will be covered in class, the right column tells you what homework is due TODAY
<table>
<thead>
<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE heute fällig*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo, 25. Mai SYNCHRON</td>
<td>* Syllabus, Vorstellung</td>
<td>This afternoon please complete the following:</td>
</tr>
<tr>
<td></td>
<td>* Einführung BERLIN</td>
<td>1) OPIc</td>
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<td></td>
<td>* Marlene Dietrich</td>
<td>2) Global Competence Aptitude Assessment (15pts in HW):</td>
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<tr>
<td></td>
<td>* Geschichte Berlins (Gruppenarbeit)</td>
<td><a href="http://www.periscopeiq.com/TakeGCAA-">http://www.periscopeiq.com/TakeGCAA-</a> S</td>
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<td>3) DIALANG German language assessment (30pts in HW)</td>
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<td><a href="http://dialangweb.lancaster.ac.uk/">http://dialangweb.lancaster.ac.uk/</a> (please take for all skills in German: listening, writing, reading, structures, vocabulary, upload screenshot of results with level (A1/A2/B1/B2/C1/C2) to Canvas)</td>
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<td>4) QUIA</td>
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<td></td>
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<td>5) Journal 1 (written)</td>
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<td></td>
<td>* Einblicke: Party um 12 Mittags</td>
<td>2) Journal 2 (spoken)</td>
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<td></td>
<td>* Wortschatzarbeit</td>
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<td></td>
<td>* Geschichte der Currywurst</td>
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<tr>
<td>Mi, 27. Mai SYNCHRON</td>
<td>* Geschichte Berlins</td>
<td>1) QUIA</td>
</tr>
<tr>
<td></td>
<td>* Einblicke: Party um 12 Mittags</td>
<td>2) Journal 3 (written)</td>
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<tr>
<td></td>
<td>* Wortschatzarbeit</td>
<td></td>
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<tr>
<td></td>
<td>* Geschichte der Currywurst</td>
<td></td>
</tr>
<tr>
<td>Do, 28. Mai asynchron</td>
<td>* Geschichte Berlins</td>
<td>1) Journal 4 (spoken)</td>
</tr>
<tr>
<td></td>
<td>* Einblicke: Party um 12 Mittags</td>
<td></td>
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<tr>
<td></td>
<td>* Wortschatzarbeit</td>
<td></td>
</tr>
<tr>
<td>Fr. 29. Mai SYNCHRON</td>
<td>* Videokonferenz: Ein Berliner Student</td>
<td>1) QUIA</td>
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<tr>
<td></td>
<td>* Einführung München</td>
<td>2) Journal 5 (written)</td>
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<td></td>
<td>* Berühmte Münchner</td>
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<td></td>
<td>* Wortschatz</td>
<td></td>
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<tr>
<td></td>
<td>* Geschichte Münchens (Wiederholung Perfekt)</td>
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</tbody>
</table>
### WOCHE 2: München & Heidelberg

<table>
<thead>
<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE Heute fällig</th>
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</thead>
</table>
| Mo, 1. Juni SYNCHRON | * Einblicke: Ein Münchner Flaschensammler  
* Wortschatz  
* Probleme in Deutschen Großstädten | 1) Essay 1 Draft 1  
2) QUIA  
3) Journal 6 (written) |
| Di, 2. Juni asynchron | * Projekt: Probleme in Großstädten lösen  
* Redemittel zum Diskutieren  
* Geschichte meiner Heimatstadt  

1) Imperativ & Lektüre | 1) Journal 7 (spoken) |
| Mi, 3. Juni SYNCHRON | * Projekt: Probleme in Großstädten lösen  
* Redemittel zum Diskutieren  
* Geschichte meiner Heimatstadt  

1) Imperativ & Lektüre | 1) QUIA  
2) Journal 8 (written) |
| Do, 4. Juni asynchron | TEST 1 [Canvas]  
Lektüre | 1) Speaking Test 1 Due Midnight EST  
2) Journal 9 (spoken) |
| Fr, 5. Juni SYNCHRON | * Einführung Heidelberg – Universitätsstadt  
* Hannah Arendt  
* Grundwortschatz  
* Das Deutsche Bildungssystem  

1) Imperativ & Lektüre | 1) QUIA  
2) Journal 10 (written) |

### WOCHE 3: Heidelberg & Hamburg

<table>
<thead>
<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE Heute fällig</th>
</tr>
</thead>
</table>
| Mo, 8. Juni SYNCHRON | * Vergleich: Deutsches & Amerikanisches Bildungssystem  
* Einblicke: Arbeit muss keinen Spaß machen  
* Wortschatz & als, wenn, wann |
| Di, 9. Juni asynchron | Imperfekt & PQP & Lektüre  

1) Journal 12 (spoken) |
| Mi, 10. Juni SYNCHRON | * Videokonferenz: Ein Heideleberger Student  
* Einführung Hamburg  
* Grundwortschatz  
* Hamburg, Hansestadt & Tor zur Welt  

1) QUIA  
2) Journal 13 (written) |
### WOCHE 4: Leipzig

<table>
<thead>
<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE Heute fällig</th>
</tr>
</thead>
</table>
| **Mo, 18. Juni SYNCHRON** | *Einführung Leipzig  
*Clara Schumann  
*Indirekte Rede & Nachrichten | 1) Essay 2 Draft 1  
2) QUIA  
3) Journal 16 (written) |
| **Di, 19. Juni asynchron** | *Satzarten & Lektüre* | 1) Journal 17 (spoken) |
| **Mi, 20. Juni SYNCHRON** | *Einblicke: Abriss der Gründerzeit  
*Wächterhaus  
*Wortschatzarbeit | 1) QUIA  
2) Journal 18 (written) |
| **Do, 21. Juni asynchron** | FILM | 1) Journal 19 (spoken) |
| **Fr, 22. Juni SYNCHRON** | *Diskussion Film Test 3* | 1) Quia Due  
2) Speaking Test 3 Due Midnight EST  
3) Journal 20 (written) |

### WOCHE 5: Frankfurt

<table>
<thead>
<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE Heute fällig</th>
</tr>
</thead>
</table>
| **Mo, 22. Juni SYNCHRON** | *Einführung Frankfurt &  
*Goethe  
*Frankfurt früher und heute (mit Passiv)* | 1) Essay 2 Draft 2  
2) QUIA  
3) Journal 21 (written) |
| **Di, 23. Juni asynchron** | Passiv | 1) Journal 22 (spoken) |
| Mi, 24. Juni  | SYNCHRON  | * Einblicke: Oben ohne  
* Wortschatzarbeit  
* Reise nach Frankfurt  
http://wizard.webquests.ch/reisefrankfurt.html | 1) QUIA  
2) Journal 23 (written) |
| Do, 25. Juni  | asynchron  | TEST 4  
* Lektüre  | 1) Journal 24 (spoken) |
| Fr, 26. Juni  | SYNCHRON  | * Wie wird man Deutsch?  
Deutsche Einbürgerung &  
Multikulturalismus  | 1) FINAL PROJECTS DUE  
2) Speaking Test 4 Due Midnight EST  
3) Journal 25 (written) |

Syllabus is subject to change. Changes will be announced in class.

**Essay 1:**
Write a 250-300 word essay about **growing up in your hometown.** In your essay try to answer the following questions:
• Where did you grow up? What kind of city/village/town did you grow up in? Where is it located?
• What was a typical day during the week like when you were growing up? What was a typical weekend like?
• What kinds of things did you do when you were younger in your hometown? What memories do you have of growing up in your hometown?
• How have the events / how has growing up in your home town shaped you / influenced you and your life?
• How was your hometown changed when you grew up? What buildings were built, what events were held, …?
• Is your hometown known for anything?

In your essay, you should try to use primarily simple past sentences. You will also need to use some other constructions, including passive. Your essay needs to have a clear introduction, logical transitions, a main part, and a conclusion. It also should be double spaced throughout.

Pay attention to conjugation and case endings. Try to also use modals and complex sentences using conjunctions. Pay special attention to word order and subject-verb agreement! Try not to translate but rather to think and write in German, concentrating on structures we have mastered and occasionally experimenting with new structures and/or structures we have not learned. The essay must be completed without help from a native speaker, tutor, or any other person. You will receive feedback from your instructor, who will underline and categorize errors for you and give you feedback on the content. You will then rewrite the essay one more time taking into account the feedback. Then you will receive a grade. Your final grade is based on both drafts and how well you incorporated the feedback for your second draft. Each draft is worth 50%.

Essay 2:

Write a 300 word essay about what you consider one of the biggest problems / challenges in our society or the world today. In your essay you should answer the following question:

*Was ist (deiner Meinung nach) das größte Problem in Amerika (und/oder Deutschland) heute, und wie sollte/könnte dieses Problem gelöst werden?*

Explain the problem and why you think it is crucial to do something to change it and hypothesize what could be done to solve this issue! Pay attention to conjugation, especially the different forms of the subjunctive. Try to also use modals and complex sentences using conjunctions. Pay special attention to word order and subject-verb agreement! Try not to translate but rather to think and write in German, concentrating on structures we have mastered and occasionally experimenting with new structures and/or structures we have not learned. The essay must be completed without help from a native speaker, tutor, or any other person. You will receive feedback from your instructor, who will underline and categorize errors for you and give you feedback on the content. You will then rewrite the essay one more time taking into account the feedback. Then you will receive a grade. Your final grade is based on both drafts and how well you incorporated the feedback for your second draft. Each draft is worth 50%.

Essay Grading Rubric

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>Below Average</td>
</tr>
<tr>
<td>4-7</td>
<td>Average</td>
</tr>
<tr>
<td>8-11</td>
<td>Above Average</td>
</tr>
<tr>
<td>12-15</td>
<td>Excellent</td>
</tr>
<tr>
<td>16-18</td>
<td>Outstanding</td>
</tr>
<tr>
<td>19-20</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

Summer 2020 German 130
<table>
<thead>
<tr>
<th>Comprehensibility</th>
<th>No essay turned in</th>
<th>Incomprehensible</th>
<th>Mostly incomprehensible</th>
<th>Mostly comprehensible to someone used to NNS</th>
<th>Comprehensible to someone not used to NNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>No essay turned in</td>
<td>Too short or incomprehensible to determine</td>
<td>Many mistakes on familiar structures interfering with comprehension; no new structures used</td>
<td>Many mistakes on familiar structures; few new structures used</td>
<td>Few mistakes on familiar structures; some mistakes on new/experimental structures</td>
</tr>
<tr>
<td>Content</td>
<td>No essay turned in</td>
<td>Too short or incomprehensible to determine</td>
<td>Many aspects missing; off topic</td>
<td>Completed most aspects of the task; not always on topic</td>
<td>Completed all aspects of the task</td>
</tr>
<tr>
<td>Organization</td>
<td>No essay turned in</td>
<td>Too short or incomprehensible to determine</td>
<td>Not logical order; intro and conclusion missing; no transitions</td>
<td>Not logical order; either intro or conclusion missing; no transitions</td>
<td>Mostly clear logical order; intro, conclusion &amp; some transitions</td>
</tr>
<tr>
<td>Word Choice/Range</td>
<td>No essay turned in</td>
<td>Too short or incomprehensible to determine</td>
<td>Using a limited range of words mostly inappropriately</td>
<td>Using a variety of familiar words mostly appropriately</td>
<td>Using a variety of mostly familiar words appropriately</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Essay Error Correction Code:

**Correction Code:**

- **E** Ending: Er hat eine Auto. Er hat ein Auto.
- **P** Punctuation: Er geht weil er müde ist. Er geht, weil er müde ist.
- **SP** Spelling: Ich ging nach Hause. Ich ging nach Hause.
- **SVA** Subject Verb Agreement: Die Kinder geht in die Schule. Die Kinder gehen in die Schule.
- **T** Tense: Gestern gehe ich ins Kino. Gestern ging ich ins Kino.
- **VF** Verb Form: Das Fenster wird öffnen. Das Fenster wird geöffnet.
- **WO** Word Order: Er geht, weil ist er müde. Er geht, weil er müde ist.
- **WW** Wrong Word: Er putzt das Buch auf den Tisch. Er legt das Buch auf den Tisch.
- **X** Extra Word: Er gibt es zu ihm. Er gibt es ihm.
- **?** Incomprehensible: Was über gehen ins Kino? Wie wäre es, wenn wir ins Kino gingen?
## Final Project Grading Rubric

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Details</th>
</tr>
</thead>
</table>
| Comprehensibility  
_/20_               | The text can be understood by a native speaker NOT familiar with non-native speakers of German. Language has sufficient accuracy, clarity, and precision to convey intended message without misrepresentation or confusion. All students speak during the video for at least 3 sentences. |
| Linguistic Features  
_/20_               | Language includes formal and informal communication elements, narration and description in all major time frames, combined and linked sentence in paragraph length (though paragraphs may be disjointed) |
| Accuracy  
_/20_               | Video shows understanding of major grammatical concepts, may include noticeable self-correction, circumlocution, and rephrasing |
| Content  
_/20_               | Video covers the topic in a comprehensive manner. All questions were answered. |
| Cohesion & Content  
_/20_               | Facts and script go well with the images and sound; a coherent message is evident to the viewer. The information is sufficient in breadth and depth considering the audience and the purpose. |