

# German 130 Summer 2021 Syllabus

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## Instructor

Theresa Schenker

## Coordinator

Dr. Theresa Schenker

## Email

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## Meeting Times & Place

June 7 – July 9

Mondays, Wednesdays,

Fridays: 10am-12pm

Synchronously on Zoom

Tuesdays, Thursdays:

Asynchronous work

## Office Hours

By appointment



## 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

Stationen 3<sup>rd</sup> edition, *Prisca Augustyn & Nikolaus Euba*, ISBN-10: 0495902853

With access to the online workbook \$ 93.00 ISBN 9781285145716  
(Ebook comes with access to I-Learn)

## How to get access to the book:

Information will be provided soon.

## 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

### Grading Scale:

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

- 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 75% and draft 2 is 25% 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%

#### **Workbook Online.**

Complete the online workbook assignments as they are listed on the syllabus by **Midnight** the day they are due.  
ADD REGISTRATION INFO ONCE AVAILABLE

#### **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 spoken and a written entry each day** which you will post on an individual blog. You will complete 3 spoken and 2 written entries each week (M/W/F = speaking, T/TH = writing). 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](http://www.tumblr.com) or [wordpress.com](http://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](http://Padlet.com), [googlesites](http://googlesites), [blogger.com](http://blogger.com), [wakelet](http://wakelet), or [wix.com](http://wix.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 2 times a week with a 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). 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.

If you'd like to complete 3 sessions a week, please let me know.

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

WOCHE 1: Berlin & München		
TAG	IM KURS	HAUSAUFGABE heute fällig*
<b>Mo, 7. Juni</b> <b>SYNCHRON</b>	<ul style="list-style-type: none"> <li>*Syllabus, Vorstellung</li> <li>* Einführung BERLIN</li> <li>* Marlene Dietrich</li> <li>* Geschichte Berlins (Gruppenarbeit)</li> </ul>	This afternoon please complete the following: <ol style="list-style-type: none"> <li>1) OPIc</li> <li>2) Global Competence Aptitude Assessment (15pts in HW): <a href="http://www.periscopeiq.com/TakeGCAAS">http://www.periscopeiq.com/TakeGCAAS</a></li> <li>3) DIALANG German language assessment (30pts in HW) <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)</li> <li>4) QUIA</li> <li>5) Journal 1 (spoken)</li> </ol>
Di, 8. Juni asynchron	<i>Wortarten &amp; Deklination</i>	<ol style="list-style-type: none"> <li>1) Speaking Assignment on Canvas: Wer bist du? Was studierst du? Warum lernst du Deutsch? Was willst du in diesem Kurs lernen? Schreiben Sie mindestens 10 Sätze und kommentieren Sie 2 Posts der anderen!</li> <li>2) Journal 2 (written)</li> </ol>
<b>Mi, 9. Juni</b> <b>SYNCHRON</b>	<ul style="list-style-type: none"> <li>* Geschichte Berlins</li> <li>* Einblicke: Party um 12 Mittags</li> <li>* Wortschatzarbeit</li> <li>* Geschichte der Currywurst</li> </ul>	<ol style="list-style-type: none"> <li>1) QUIA</li> <li>2) Journal 3 (spoken)</li> </ol>
Do, 10. Juni asynchron	<i>Lektüre &amp; Das Verb</i>	<ol style="list-style-type: none"> <li>1) Journal 4 (written)</li> </ol>
<b>Fr. 11. Juni</b> <b>SYNCHRON</b>	<ul style="list-style-type: none"> <li>* Videokonferenz: Ein Berliner Student</li> <li>* Einführung München</li> <li>* Berühmte Münchner</li> <li>* Wortschatz</li> <li>* Geschichte Münchens (Wiederholung Perfekt)</li> </ul>	<ol style="list-style-type: none"> <li>1) QUIA</li> <li>2) Journal 5 (spoken)</li> </ol>

WOCHE 2: München & Heidelberg		
TAG	IM KURS	HAUSAUFGABE Heute fällig
<b>Mo, 14. Juni</b> <b>SYNCHRON</b>	* Einblicke: Ein Münchner Flaschensammler * Wortschatz * Probleme in Deutschen Großstädten	1) Essay 1 Draft 1 2) QUIA 3) Journal 6 (spoken)
Di, 15. Juni asynchron	<i>Imperativ &amp; Lektüre</i>	1) Journal 7 (written)
<b>Mi, 16. Juni</b> <b>SYNCHRON</b>	* Projekt: Probleme in Großstädten lösen * Redemittel zum Diskutieren * Geschichte meiner Heimatstadt	1) QUIA 2) Journal 8 (spoken)
Do, 17. Juni asynchron	TEST 1 [Canvas] <i>Lektüre</i>	1) Speaking Test 1 Due Midnight EST 2) Journal 9 (written)
<b>Fr, 18. Juni</b> <b>SYNCHRON</b>	* Einführung Heidelberg – Universitätsstadt * Hannah Arendt * Grundwortschatz * Das Deutsche Bildungssystem	1) QUIA 2) Journal 10 (spoken)

WOCHE 3: Heidelberg & Hamburg		
TAG	IM KURS	HAUSAUFGABE Heute fällig
<b>Mo, 21. Juni</b> <b>SYNCHRON</b>	* Vergleich: Deutsches & Amerikanisches Bildungssystem * Einblicke: Arbeit muss keinen Spaß machen * Wortschatz & als, wenn, wann	1) Essay 1 draft 2 2) QUIA 3) Journal 11 (spoken)
Di, 22. Juni asynchron	<i>Imperfekt &amp; PQP &amp; Lektüre</i>	1) Journal 12 (written)
<b>Mi, 23. Juni</b> <b>SYNCHRON</b>	* Videokonferenz: Ein Heidelberger Student * Einführung Hamburg * Grundwortschatz * Hamburg, Hansestadt & Tor zur Welt	1) QUIA 2) Journal 13 (spoken)
Do, 24. Juni asynchron	TEST 2 [Canvas]	1) Speaking Test 2 Due Midnight EST

	<i>Konjunktiv II Vergangenheit</i>	2) Journal 14 (written)
<b>Fr, 25. Juni SYNCHRON</b>	* Videokonferenz: Ein Hamburger * Einblicke: Jung, Dynamisch, Du * Wortschatz & Was hättest du diesen Sommer gemacht, wenn...	3) QUIA 4) Journal 15 (spoken)

WOCHE 4: Leipzig		
TAG	IM KURS	HAUSAUFGABE Heute fällig
<b>Mo, 28. Juni SYNCHRON</b>	*Einführung Leipzig *Clara Schumann *Indirekte Rede & Nachrichten	1) Essay 2 Draft 1 2) QUIA 3) Journal 16 (spoken)
Di, 29. Juni asynchron	<i>Satzarten &amp; Lektüre</i>	1) Journal 17 (written)
<b>Mi, 30. Juni SYNCHRON</b>	*Einblicke: Abriss der Gründerzeit *Wächterhaus *Wortschatzarbeit	1) QUIA 2) Journal 18 (spoken)
Do, 1. Juli asynchron	FILM	1) Journal 19 (written)
<b>Fr, 2. Juli SYNCHRON</b>	* Diskussion Film Test 3	1) Quia Due 2) Speaking Test 3 Due Midnight EST 3) Journal 20 (spoken)

WOCHE 5: Frankfurt		
TAG	IM KURS	HAUSAUFGABE Heute fällig
<b>Mo, 5. Juli SYNCHRON</b>	* Einführung Frankfurt & Goethe *Frankfurt früher und heute (mit Passiv)	1) Essay 2 Draft 2 2) QUIA 3) Journal 21 (spoken)
Di, 6. Juli asynchron	<i>Passiv</i>	1) Journal 22 (written)
<b>Mi, 7. Juli SYNCHRON</b>	* Einblicke: Oben ohne * Wortschatzarbeit * Reise nach Frankfurt <a href="http://wizard.webquests.ch/reisefrankfurt.html">http://wizard.webquests.ch/reisefrankfurt.html</a>	1) QUIA 2) Journal 23 (spoken)

Do, 8. Juli asynchron	TEST 4 <i>Lektüre</i>	1) Journal 24 (written)
<b>Fr, 9. Juli</b> <b>SYNCHRON</b>	* Wie wird man Deutsch? Deutsche Einbürgerung & Multikulturalismus	1) FINAL PROJECTS DUE 2) Speaking Test 4 Due Midnight EST 3) Journal 25 (spoken)

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

	0-3	4-7	8-11	12-15	16-18	19-20
Comprehensibility	No essay turned in	Incomprehensible	Mostly incomprehensible	Mostly comprehensible to someone used to NNS	Comprehensible to someone used to NNS	Comprehensible even to someone not used to NNS
Accuracy	No essay turned in	Too short or incomprehensible to determine	Many mistakes on familiar structures interfering with comprehension; no new structures	Many mistakes on familiar structures; few new structures used	Few mistakes on familiar structures; some mistakes on new/experimental structures	No mistakes on familiar structures; few mistakes on new/experimental structures
Content	No essay turned in	Too short or incomprehensible to determine	Many aspects missing; off topic	Completed most aspects of the task; not always on topic	Completed all aspects of the task	Above and beyond requirements of the task
Organization	No essay turned in	Too short or incomprehensible to determine	Not logical order; intro and conclusion missing; no transitions	Not logical order; either intro or conclusion missing; no transitions	Mostly clear logical order; intro, conclusion & some transitions	Clear logical order; intro, conclusion & transitions
Word Choice/Range	No essay turned in	Too short or incomprehensible to determine	Using a limited range of words mostly inappropriately	Using a variety of familiar words mostly appropriately	Using a variety of mostly familiar words appropriately	Using a large variety of familiar and new words appropriately
Comments					TOTAL	

Essay Error Correction Code:

### Correction Code:

E	Ending	Er hat <u>ein</u> g Auto.	Er hat ein Auto.
P	Punctuation	Er geht weil er müde ist.	Er geht, weil er müde ist.
SP	Spelling	Ich <u>gi</u> eng nach Hause.	Ich ging nach Hause.
SVA	Subject Verb Agreement	Die Kinder <b>geht</b> in die Schule.	Die Kinder <u>gehen</u> in die Schule.
T	Tense	Gestern <b>gehe</b> ich ins Kino.	Gestern ging ich ins Kino.
VF	Verb Form	Das Fenster wird <b>öffnen</b> .	Das Fenster wird geöffnet.
V//	Missing Word	Ich ruhe mich.	Ich ruhe mich <b>aus</b> .
WO	Word Order	Er geht, weil <b>ist er müde</b> .	Er geht, weil er müde <u>ist</u> .
WW	Wrong Word	Er <b>putzt</b> das Buch auf den Tisch.	Er legt das Buch auf den Tisch.
X	Extra Word	Er gibt es <b>zu</b> ihm.	Er gibt es ihm.

? Incomprehensible

Was über gehen ins Kino?

Wie wäre es, wenn wir ins Kino gingen?

## Final Project Grading Rubric

	<b>Grading Criteria</b>
Comprehensibility _/20	The text can be understood by a native speaker not familiar with non-native speakers of German. Language has sufficient clarity and precision to convey intended message without misrepresentation or confusion.
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). Language shows good grasp of varied grammatical structures and is complex.
Accuracy _/20	Use of language shows only minor errors.  May include noticeable self-correction, circumlocution, and rephrasing
Content _/20	Video covers the topic in a comprehensive manner. All questions were answered.
Cohesion & Creativity _/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.