

**San José State University**  
**Humanities and Arts**  
**Department of World Languages and Literatures**  
**GERM 1A, Elementary German 1, Section 1 (4 units)**  
**Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Larissa Chiriaeva
<b>Office Location:</b>	Clark Hall 410N
<b>Telephone:</b>	(408) 924-4591
<b>Email:</b>	larissa.chiriaeva@sjsu.edu
<b>Office Hours:</b>	W 2:00-3:00 pm, TuTh 11:00-12:00 pm and by appointment
<b>Class Days/Time:</b>	MW 3:15-5:00 pm
<b>Classroom:</b>	Clark Hall 206
<b>GE Category:</b>	C2 (3 units)
<b>Prerequisite:</b>	None

**Course Description**

This course is designed for beginning students with no background in German language learning. By the end of the semester, you will have acquired competence in all four language skills (listening comprehension, speaking, reading, and writing). You will also have gained insights into the life and customs of German-speaking countries and developed some cultural competence.

**Required Texts/Readings**

**Textbook**

*Wie geht's?* 2015, **10<sup>th</sup> edition** (textbook – required)  
Dieter Sevin and Ingrid Sevin  
Heinle (Cengage Learning) / ISBN 978-1-285-73360-9

**Reference**

*English Grammar for Students of German* (recommended)  
Cecile Zorach / Charlotte Melin  
The Olivia and Hill Press / 0-934034-31-1

## On-line Resource

English-German Dictionary <http://dict.leo.org/>

Canoonet German dictionaries and Grammar <http://www.canoo.net>

## Course Goals and Learning Outcomes

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: read and write, as well as understand and speak German at a Novice-High level of proficiency as defined by the *ACTFL Proficiency Guidelines* for speaking and writing  
[http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

CLO 2: understand a variety of spoken and written texts dealing with everyday situations and common tasks, including aspects of culture and traditions in German-speaking countries

CLO 3: link grammatical structures and meaning in texts

CLO 4: talk and write about daily life (family, hobbies, study, work, vacations, etc.)

CLO 5: use a basic vocabulary (colloquial and formal)

CLO 6: understand grammatical terminology

CLO 7: conduct dialogues and conversations

### GE Learning Outcomes (GELO)

Letters courses should give students the opportunity to:

- a. examine significant works of the human intellect and imagination;
  - b. understand the historical and cultural contexts in which such specific texts were created;
- and
- c. recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.

Upon successful completion of this program, students will be able to:

#### **GELO 1: Recognize how significant works illuminate enduring human concerns.**

Students will read poetry, short stories, and excerpts from larger literary texts in German. They will also be introduced to German artists from the last two centuries across the disciplines (film, music, painting, sculpture, architecture, etc.). The social-critical component in German art has generally been very strong, and students will discuss issues of politics, philosophy, and societal roles and expectations (women, immigrants, etc.). To assure a reflection and analysis on a

sufficiently high intellectual level, some of these discussions will be conducted in English and not in the target language.

**GELO 2: Respond to significant works by writing both research based critical analyses and personal responses.**

Before the study of literary texts or art works, students will be assigned to do online research about the artists’ lives, their creative activities, their contemporaries, their inspirations and role models, and their influences on following artists and intellectuals. Writing assignments are assessed based on grammar, style, and content, as well as comprehensiveness in the use of research techniques and materials. The students are expected to demonstrate the ability to find resources either online or in the library. To assure a sufficiently high intellectual level, students can use English sources and write the essay and/or handout in English.

**GELO 3: Write clearly and effectively.**

Although it is understood that in an elementary language course writing will be of a basic level, a significant amount of writing is produced through in-class and homework compositions and general writing assignments. By the end of the semester, students will have written at least 750 words as in-class and at-home writing exercises. Midterm and final exams will include at least 150 words of writing each. Students are also required to create a final 500 words assignment on a topic relating to the cultural diversity of the German-speaking countries (including the role of women and minorities) (C2 GELO 1, 2 & 3). The final composition will require research on a topic chosen in consultation with the instructor incorporating critical and/or reference materials derived from library research. Writing assignments are assessed for grammar, clarity, conciseness, and coherence.

**General Education Research and Writing Requirement Assessment:**

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

**Grading Policy**

<b>Evaluation</b>	<b>Percentage</b>	<b>CLOs and GELOs</b>
Class Participation (incl. homework and in-class conversational assignments (dialogs, oral vocabulary checks etc.)	10% + 10%	All CLOs and GELO 1
2 Tests	20%	CLO 3, 4, 5, 6
2 Essays	20%	CLO 3, 4, 5, GELO 3
Cultural Essay (in English)	10%	CLO 3, 4, 5, GELO 1, 2
Oral Final	10%	CLO 7
Written Final	20%	CLO 3, 4, 5, 6, GELO 3

**Grading Scale:**

100-97 A+	89-88 B+	79-77 C+	69-67 D+	59 – 0 F
96-93 A	87-83 B	76-73 C	66-63 D	
92-90 A-	82-80 B-	72-70 C-	62-60 D-	

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

*Criteria for evaluating class participation:*

- A Student uses German only; is attentive and eager to volunteer; gives more than asked for; negotiates meaning with other students; elaborates spontaneously; uses circumlocution to compensate for unknown vocabulary; always well-prepared.
- B Student uses German as the language of communication; is attentive and responsive; volunteers and gives more than required, although not always successful; has usually prepared the day's lesson.
- C Adequate participation, but waits to be called upon; responses often incorrect; resorts to English.
- D Student is often unprepared; little effort to participate; response often incorrect or in English

(Obviously, completed homework assignments and preparations are required to be able to participate in class, especially for a participation of good quality)

## **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, dropping and adding, accommodations and accessibility, etc. will be available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **Student Technology Resources**

### **Carmen Sigler Media Center**

Clark Hall 208 – 924-4696  
(take placement test in first and last full week of classes)  
Tu, Th and Fr. 9:00 – 2:00 pm

## **Conduct in Class**

The use of electronic devices is only allowed for class work (if you have an electronic copy of the textbook or for taking notes). Please refrain from writing emails, texting, snap-chatting, etc. Your attention and participation in class will contribute to your class participation grade and your overall success in this class.

### **Tentative Schedule Essays and Tests:**

09/12 – Test 1 (*Schritte* 1-5)

09/26 - Essay 1

10/17 -- Test 2 (Midterm) (Chap. 1+2)

10/31 - In class Essay

11/19 – Cultural Essay (in English)

12/10 – Oral Final

12/14 - Final Exam (Chap. 1-5), Friday! Dec 14, 12:15 - 14:30

### **Other Dates to remember:**

September 3, November 12, November 21 – campus is closed

December 10 – last day of classes

## Course Schedule

*Subject to change pending on the pace of the class*

Week	Monday	Wednesday
1) Aug. 22		Introduction <i>Schritt 1</i> , pp. 3-7
2) Aug. 27 + 29	<i>Schritt 2</i> , pp. 8-11	<i>Schritt 3</i> , pp. 12-16
3) Sept. 3 + 5	<b>Labor Day – no class</b>	<i>Schritt 4</i> , pp. 17-21
4) Sept. 10 + 12	<i>Schritt 5</i> , pp. 22-27	Chapter 1, pp. 31-33 <b>Test 1</b> ( <i>Schritt 1-5</i> )
5) Sept. 17 + 19	Chapter 1, pp. 34 -39	Chapter 1, pp. 40-44 <b>Essay 1 assigned</b>
6) Sept. 24 + 26	Chapter 1, pp. 45-47 <b>Essay 1 assigned</b>	<b>Essay 1 due</b> Chapter 1, pp. 48-53
7) Oct. 1 + 3	Review chapter 1 <b>Essay 1 due</b>	Chapter 2, pp. 57-62
8) Oct. 8 + 9	Chapter 2, pp. 63-67	Chapter 2, pp. 68-73
9) Oct. 15 + 17	Review chapters 1 and 2 Midterm Preparation	<b>Test 2 (Midterm) [Chap. 1+2]</b>
10) Oct. 22 + 24	Chapter 3, pp. 83-88	Chapter 3. pp. 89-93
11) Oct. 29 + 31	Chapter 3, pp. 94-99	Review chapter 3 <b>In Class Essay</b>
12) Nov. 5 + 7	Chapter 4, pp. 109-114	Chapter 4, pp. 118-123
13) Nov.12 + 14	<b>Veterans Day – No class</b>	Chapter 4, pp. 124-129
14) Nov. 19 + 21	<b>Cultural Essay due</b> Review chapter 4 Chapter 5, pp. 139-143	<b>Thanksgiving Break – no class</b>
15) Nov. 26 + 28	Chapter 5, pp. 144-147	Chapter 5, pp. 148-151
16) Dec. 3 + 5	Chapter 5, pp. 152-153	Review chapter 5 Oral Test Preparation
17) Dec. 10	<b>Oral Final</b>	<b>Final Exam [Chap. 1-5]</b> <b>Friday, Dec 14, 12:15 - 14:30</b>