

San José State University
Department of World Languages and Literatures
GERM 1B, Elementary German, Section 1
Spring 2018

Course and Contact Information

Instructor:	Larissa Chiriaeva
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Office Hours:	MW 10:15 am - 12:30 pm and by appointment
Class Days/Time:	MW 8:00 - 9:55am
Classroom:	Clark Hall 206
GE Category:	C2
Prerequisite:	GERM 1A at SJSU or the equivalent of one semester college or one year high school German instructions.

Course Description

This course is designed for students with one college semester (or one high school year) of German language instruction. By the end of the semester, you will have been introduced to most of the major features of German grammar, and 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 a cultural competence.

Required Texts/Readings

Textbook

Wie geht's? 2015, **10th edition** (textbook – required)

Dieter Sevin and Ingrid Sevin

Heinle (Cengage Learning) / ISBN 978-1-285-73360-9

New \$ 308 / used \$ 232 / eBook \$ 152 / eBook rental \$ 39 (180 days) /hardcopy rentals not recommended

Reference

English Grammar for Students of German

Cecile Zorach / Charlotte Melin / The Olivi¹a 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 (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

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:

- a. to examine significant works of the human intellect and imagination;
- b. to understand the historical and cultural contexts in which such specific texts were created; and
- c. to 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 in 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.

Though it is understood that in an elementary language course writing will be of a basic level, significant writing is produced through in-class and homework compositions and general writing assignments. By the end of the semester, students write 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

Evaluation	Percentage	CLOs and GELOs
Class Participation (incl. homework and preparation)	20%	All CLOs and GELO 1
2 Midterms	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

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 though 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)

Grading Scale:

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

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](#) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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](#) 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 Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) 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)

Monday to Thursday 9:00 – 14:00

H&A Student Success Center

Clark Hall 244 – 924-5095

(for assistance with all questions on requirements and policies, forms and petitions, study pathways and graduation, etc.)

Monday to Thursday 9:00 – 18:00

Friday 9:00 – 16:00

Tentative schedule of Midterms, Essays and other Assignments

February 28 – Essay 1

March 5 – Midterm (Chapters 5 and 6)

April 11 – Essay 2

April 18 – Midterm 2 (Chapter 7+8)

May 7 – Cultural Essay

May 14 – Oral Final

May 18 -- Written Final (Friday !!!) 7:15-9:30 am.

Course Schedule

Subject to change pending on the pace of the class

Week	Monday	Wednesday
Jan. 24 + Jan.26		Chapter 5, pp. 138-145 Exercises on pp. 142-145
Jan. 29 + Feb. 2	Chapter 5, pp. 145-150 Exercises on pp. 145-158	Chapter 5, pp. 148-152 Exercises on, pp. 150-152
Feb. 5 +Feb.7	Chapter 5, pp. 152-157 Exercises on pp.153-155	Chapter 5, pp. 157-163 Text on pp.157-158, exc. pp. 159-162
Feb. 12 + 14	Chapter 5 Review	Chapter 6 pp. 166-171 Exercises on, pp.168, 170-171
Feb. 19 + 21	Chapter 6 pp. 172-177 Exercises on, pp.172, 175-177	Chapter 6 pp. 178-185
Feb. 26 + 28	Chapter 6 pp. 185-191 Text on pp. 187, exc. 188-191	ESSAY 1 Ch. 5+6 Midterm Preparation
March 5 + 7	Midterm 1 (Ch. 5 + 6)	Chapter 7, pp. 194-203 Exercises on pp. 198-201, 203
Mar. 12 + 14	Chapter 7, pp. 204- 207 Exercises on pp. 204, 207	Chapter 7, pp. 208 -211 Exercises on pp. 208 -211
Mar. 19 + 21	Chapter 7, pp. 212-215 Text on pp. 213-214	Chapter 7 Review
SPRING BREAK	NO CLASS	NO CLASS
April 2 + 4	Chapter 8 pp. 220-226 Exercises on pp. 223, 225 -226	Chapter 8 pp. 226--232 Exercises on pp. 227, 231-232
Apr. 9 + 11	Chapter 8 pp. 232--237 Exercises on pp.234-235, 237	Chapter 8 pp. 238--242 ESSAY 2
Apr. 16 + 18	Chapter 8, pp. 242-247 REVIEW Ch. 7+8	Chapter 8, pp. 229-232 MIDTERM 2 (Ch. 7+8)
Apr. 23 + 25	Chapter 9, pp. 250-257 Exercises on pp. 255-257	Chapter 9, pp. 258-262 Exercises on pp. 260-262
Apr.30 +May 2	Chapter 9, pp. 262-268 Exercises on pp. 264-266, 267-268	Chapter 9, 269-273 Exercises on pp. 269 Text on pp. 271-273, Exc. p.273
May 7 + 9	Chapter 9, 274-277 CULTURAL ESSAY due	Review chapter 9 Oral and written final preparation
May 14	ORAL FINALS	STUDY DAY
WRITTEN FINAL	Friday, May 18 07:15-09:30 am	