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CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2022

May 4 - June 22, 2022

GRMN 2446: INTERMEDIATE GERMAN IMMERSION I & II
(6 credit hrs)

Instructors Dr. John L. Plews john.plews@smu.ca; cssg@smu.ca ;
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Office hours With CSSG team members by appointment in the afternoon.

Time Classroom hours Monday-Friday 9 a.m. - 12:30 p.m. Some student presentations and course activities will take place in the afternoon.

Texts

1. Krenn, W., & Puchta, H. *Motive B1. Kompaktkurs DaF. Kursbuch, Lektion 19-30*. Hueber Verlag.
2. Jin, F., & Voß, U. *Grammatik aktiv. Deutsch als Fremdsprache. A1 – B1. Übungsgrammatik mit Audio-CD*. Berlin: Cornelsen Verlag, 2017.
3. Kästner, E. *Emil und die Detektive*. Klett Sprachen.
4. An assortment of A1-B1 DaF-Readers published by Hueber and Cornelsen. Each student will select one book. Students may read others if they desire.

Course description

This course is an intensive course (a full year course in 6 ½ weeks) designed to develop further comprehension, writing, reading, and speaking skills acquired in Beginners' German through classroom instruction, excursions, and immersion experience, including living with a German host family and interacting with a tandem partner. Improvement in overall fluency, enhanced knowledge of the culture of the German-speaking countries and review of key grammatical concepts are integral to this course. The language of instruction for this course is German. Textbooks and other readings are also in German.

Course objectives

This course will be centered on the following theme: linguistic proficiency, interpersonal communication, and intercultural communication through task-based language instruction, personal experience, level-appropriate literary texts, and lectures. The course will focus on student-centered, communicative learning, encouraging students to interact spontaneously and meaningfully in German. Students will further refine skills in reading, listening, speaking, and writing through a variety of texts and communicative opportunities. Strategies to enhance language learning skills will be integral to this course.

Extra help

Help with grammar, course journals, presentations or any other aspect of class work will be provided through individual tutoring with the course instructor and any member of the CSSG

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team after the lunch break from around 2:00 – 4:00 p.m. (on class days). Tutoring appointments during office hours contribute to the homework component of the final grade.

Prerequisite

One-year Beginners' German at a Canadian university or equivalent. As Beginners' German courses vary, we assume that students coming into this course have studied, but not perfected—most, if not all—the following grammatical structures:

- Present tense of sein, haben, werden; verbs with stem-vowel change (e.g., sprechen → er spricht, wissen → er weiß, tragen → er trägt)
- verb + gern or lieber (e.g., ich schwimme gern, ich laufe lieber)
- modal verbs (e.g., können, sollen, dürfen, müssen, wollen)
- separable-prefix verbs (e.g., einladen → ich lade ein, anrufen → er ruft an)
- verb-noun and verb-verb combinations (e.g., Tennis spielen, einkaufen gehen)
- Imperative (e.g., Kommen Sie! Lies das Buch! Hört zu!)
- Simple past of haben, sein, and modal verbs (e.g., hatte, war, konnte)
- Perfect tense (e.g., ich habe gelernt, er ist gegangen)
- Infinitive phrases (zu, um ... zu, ohne ... zu)
- Nominative, accusative, dative, and genitive cases
- Interrogative pronouns (e.g., wer, wo, wie, warum)
- der-words and ein-words and possessive adjectives (dies-, manch-, mein-, dein-)
- Adjective endings
- Dependent and independent clauses; coordinating and subordinating conjunctions
- Prepositions, including two-case prepositions
- da- and wo-compounds
- Comparative and superlative
- Negation (e.g., nicht, kein)
- Relative clauses and relative pronouns
- Reflexive pronouns and reflexive verbs
- als, wenn, and wann

Course and program

Students are concurrently enrolled in a level-appropriate course and accepted into the CSSG program. This means that to complete the course, students must be resident in Germany for the program, including taking classes in Kassel, living with a host family, taking part in program activities, and participating in the tandem project with local students. Students are permitted to travel within Germany and German-speaking countries in their free time. (Travel to other European destinations may be undertaken before or after the program.) Aspects of the program are integrated with the course assignments. This is also true for the tandem project. Students will arrange tandem meetings in consultation with their assigned tandem partners. Refer to your program calendar for preferred days on which to meet. With your tandem partner, you could meet for lunch or coffee, visit a museum, play sport, go to a party, etc. (It's up to you to decide!). We encourage you to write about these experiences in your journal.

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Language agreement

The CSSG is an immersion program. It is therefore essential that students demonstrate a commitment to communicate solely in German during all CSSG activities. If a CSSG instructor hears a student speaking a language other than German, the instructor will remind the student to revert to speaking German. Each week, students and the CSSG team will anonymously nominate a student who has shown an exceptional commitment to speaking only German outside of the classroom (the nomination must include the name and circumstance). This student will receive a token of recognition for their efforts to uphold the CSSG Language Agreement.

Grading policies, required work, and late assignments

Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to actively and effectively participate in a wide variety of language related activities, both in and out of the classroom. You are expected to come to class every day, be prepared to interact in German in a variety of situations, keep up with the material, complete and hand in assigned homework when due, and take exams and quizzes.

We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. You begin with the basics and through study and practice you advance to greater complexity. The key expression is meaningful practice, especially in tune with other speakers, or learning by working collaboratively with others. Therefore, this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. As a result, the quality of the education you receive as well as your ultimate performance in this class will depend on the amount and quality of your own effort, as well as willingness to engage with others.

***Late assignments will be accepted; however, 10% will be deducted for each day past due. Always communicate with your instructor in these situations.

Evaluation

Pre-course assignment & resubmission	5 %
Active participation	10 %
Peer evaluation & support	10 %
Course journal/Language learning diary	10 %
Homework exercises	10 %
Vocabulary & grammar quizzes	15 %
First oral presentation	5 %
Selected DaF-reader #1 (individual reading)	5 %
Selected DaF-reader #2 (individual reading)	5 %
Selected DaF-reader #2 (group activity)	10 %
Final exam	15 %

Assignment dates

- Pre-course assignment to be handed in on the **first day of the orientation** in Hann. Münden. Resubmission due on **May 18, *or sooner***.

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- Peer evaluation & support (**May 6, 16, 27, June 9, 17**).
- Course journal/Language learning diary will be due on **May 13, 23, June 1, 13, 17**.
- Homework exercises will be due **daily**.
- Vocabulary and grammar quizzes will take place roughly **once a week**.
- First oral presentation will take place on **May 24**.
- Individual answers for the first reader are due on **May 23** & and for the second reader on **June 7, *or sooner***.
- The group activity based on the second reader will take place on **June 14** (roleplay).
- There is no midterm. The Final Exam takes place on **June 20**.

Descriptions of assignments and evaluation criteria

Pre-course assignment and resubmission (5%). All students must research 3 places in Kassel that they would like to visit, and write (in German) why these places are interesting to them. This assignment may be the basis for other assignments in the course, including oral presentations. You are required to write approximately 50-75 words on each place. You can use the internet, correspondence with the host family, travel guides, etc. as resources. **DO NOT copy and paste sentences from these resources but use your own words** and cite your sources. The purpose of the pre-course assignment is to familiarize yourself with Kassel and allow the instructor to assess your writing skills. You are encouraged to use basic to intermediate-level sentence structures; subject-verb agreement, verbs with separable prefixes, appropriate vocabulary, some subordinate clauses, etc. You will discuss your text with the instructor who will provide you with feedback on how to improve your writing skills, grammar, etc. Students will hand in a revised version on **May 18, *or sooner***.

Active participation (10%) is evaluated based on the raw score of attendance combined with a subjective mark for active participation in all aspects of class (based on preparedness, initiative taking, willingness to communicate, volunteering answers, asking questions, cooperation in pair- and teamwork, etc.). Active participation includes attending other students' class presentations and personal engagement in the cultural program (e.g., tours, movies, Berlin poster and project presentations) as well as in the Tandem-Project as reflected in the course journal / language learning diary.

Peer evaluation & support (10%). Across the program, students will engage with one another to set personal learning goals and support one another in striving toward them. You will meet with a series of other students from the program on 5 occasions (during the afternoons of **May 6, May 16, May 27, June 9, June 17**). On these occasions, you will use a worksheet provided to you to self-evaluate and discuss your motivations, goals, and learning strategies with a peer who will complete that worksheet on your behalf. Peers will not evaluate each other, rather they will take notes, offer personal feedback, and help you stay focused on your learning goals. After each meeting, you will submit the report about you to your instructor who will grade it based on task completion and depth of engagement. You will receive each report back so that you can refer to them when engaging with another peer on the next peer evaluation day. This task may be completed in English, but you are encouraged to shift toward using German over the course of the program.

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The **Course journal/Language learning diary (10%)** is used for personal writing development, language awareness, and learning awareness. The primary learning objective of the course journal/language learning diary is to improve your writing skills and active vocabulary. Journal writing gives you an opportunity to develop your thoughts and opinions about your experience in Kassel and the other places you visit with the program. You can choose to write about any topic, though you will be given writing prompts about an experience in which you communicated with a German speaker (e.g., a host family member, a tandem partner, people at excursion sites, a member of the CSSG, fellow CSSG students, etc.), an experience in class or during one of the cultural events or excursions. Students in past years have written about their activities in Kassel and other destinations, their host families, comparative analyses of German and Canadian culture and/or lifestyle, creative work such as a fairy tale, poems, songs, etc. It is always a good idea to incorporate newly learned vocabulary and grammatical structures into the journal.

A *language learning diary* is also a student's record of language acquisition. Thus, at least once a week the student will write a diary entry concerning, at least, one communicative experience in German in order to reflect on whether (and how/why) the communication was successful or not (i.e., "Did you achieve what you set out to, or not?") and set/adjust personal learning goals (i.e., identify and tackle common errors, set targets for speaking more often and in more varied places, strive to activate new vocabulary, use more complex sentences, ask more questions, etc.).

You do not need to type this (or any) assignment. This assignment will also provide feedback about your learning progress to the instructor and aids in designing customized homework and feedback. You will hand in the course journal/language learning diary **four times** accounting for **five** new entries each time (approx. one page, double-spaced). See "Assignment dates" above for dates. The total number of entries will be 20. By writing relative short amounts frequently in a low-stakes environment, you will develop more fluency in your German writing skills. Your journal will be graded on the breadth and depth of your reflections, on sentence-level clarity, vocabulary, grammar accuracy, complexity, as well as overall comprehensibility and coherence. Corrections will also be considered for the final grade.

The fifth (and last) submission (minimum 1 page, double-spaced) is a reflection on your intercultural and language learning progress and development. You are required to use your past journal entries to reflect on your learning journey in the program. Do you notice any development between your first journal entries and later entries (language learning, intercultural learning)?

Homework assignments (10%) include daily tasks for reading, listening, speaking, and writing derived from the *Motive Kursbuch* and *Grammatik aktiv*. It is important for students to complete all assignments to keep up with the learning progression. The assigned tasks and exercises will be handed in (self-corrected, if required) for correction and feedback from the course instructors. Extra help is available during the tutoring times, see "Extra help" above.

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Vocabulary and grammar quizzes (15%) provide summative and formative feedback. The vocabulary sections of quizzes assess and provide feedback on the development of the student's ability to identify and use contextually appropriate and accurate words, phrases, and expressions in everyday conversational, academic, or professional settings. The sample vocabulary items will be derived from *Motive* book. The grammar sections of quizzes target the contextual use of grammar structures learned in the classroom. These will include tasks derived from the *Motive* or *Grammatik aktiv* such as gap-fills, cloze matching, sentence formation, and inductive tasks. Vocabulary and grammar quizzes will be written roughly once a week. See "Assignment dates" above for dates.

First oral presentation (5%). The topic of your first in-class presentation is your choice, related to aspects of the cities of Kassel, Trier, or Berlin and/or aspects of German life. This may be, for example, an event you would like to attend, a museum or tourist attraction you would like to visit, etc. The presentation may draw from your first pre-course written homework assignment. You may choose to work with a partner or in a small group (no more than three, each with clear speaking roles). The presentation will be graded according to the following criteria (students will receive the rubric used for grading):

- completion (preparation, any supporting material, creativity)
- interaction (when relevant)
- vocabulary (register, range, appropriateness, and fluency)
- grammar (range and accuracy of grammatical structures)
- pronunciation and intonation
- coherence (logical and comprehensible organization of content)
- achievement of communicative goals
- consistency in speaking freely (only with use of cues)

Selected DaF-readers (individual answers) (5% + 5%) include detective stories, abridged literature, and original tales or stories, and our novel *Emil und die Detektive*. They will be graded according to the accurate completion of the accompanying comprehension exercises. The raw scores achieved on these exercises will be converted to percentages for calculating the final grade. Students are required to read one DaF-Reader (including a mix of A2- and A2/B1-levels) and *Emil und die Detektive*.

Selected DaF-reader (group activity) (10%) is based on reading *Emil und die Detektive* and requires students to engage in performative spoken group work by completing an original and creative roleplay. Students must compose, learn, and perform an original script for roleplay. A log must be kept of all individual responsibilities and completion of tasks and written components. Each student must perform at least one part in the production and be prepared to help other students in the group.

The **Final exam (15%)** is cumulative, covering all material studied. The final exam will have a short oral component, which will be a short conversation (approx. 3-4 minutes) with a partner. We will draw names for the partners and give you a sheet of paper with the topic as well as supplemental ideas for the conversation. This conversation will be graded on communicative goals achieved, vocabulary, grammar, and clarity. The written component

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will include sections that test your reading (comprehension) and writing skills, with grammatical exercises, vocabulary, questions about the literary texts you have read, etc.

Grading:

Descriptor	Letter Grade	Quality Points	Percentage Equivalent
Excellent	A+	4.3	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal Pass	D	1.0	50-59
Fail or withdrawal after deadline	F	0.0	0-49

***Any student may request feedback on the status of their overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed).

CSSG behaviour agreement

All students are required to sign the CSSG Behaviour Agreement and are also bound by the Saint Mary's University Code of Student Conduct. Please see the Documents section of the CSSG website for these documents. Please refer to the University *Academic Calendar* for the Code of Student Conduct.

Academic integrity, offences, regulations, and appeals:

Students are reminded of the regulations on special examinations and academic integrity as outlined in the Saint Mary's University *Calendar*. Plagiarism, cheating, misrepresentation of facts, and participation in such acts are viewed as serious academic offences by the University. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Please refer to the University *Calendar* for information on the University's definitions of these offences. Information on grade appeals can be obtained from the *Calendar*.

Recording of lectures

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Specialized support and disability services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with

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their professor and must have written documentation of their disability from their home university.

Cell phone use

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom. Digital dictionaries or smart phones are permitted for checking single words and basic expressions. They are not permitted for sentence-length translating or during quizzes and exams.