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## CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2022

### **GRMN 4848: German Language Teaching & Learning (6 credit hours)**

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Office hours: By appointment in the afternoons

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Office hours: By appointment in the afternoons

**Dates** May 4–June 22, 2022

**Time** Classroom hours: Monday-Friday 9:00 a.m. to 12:30 p.m. Some student presentations and excursions will take place in the afternoons.

**Texts**

1. Funk, H., Kuhn, C., Skiba, D., Spaniel-Weise, D., & Wicke, R. E. *DLL04: Aufgaben, Übungen, Interaktion*. München: Klett, 2017.
2. Ende, K., Grotjahn, R., Kleppin, K., & Mohr, I. *DLL06: Curriculare Vorgaben und Unterrichtsplanung*. München: Klett, 2013.
3. Dictionary of your choice recommended (preferably German-German).
4. Additional reading material may be distributed by the instructor.

#### **Course description**

This course is an intensive German second language teacher education course taught primarily in German. This professional development opportunity brings together components of the Goethe-Institut series *Deutsch Lehren Lernen (DLL)* with a unique university immersion language learning program, the Canadian Summer School in Germany (CSSG). The *DLL* series was developed in collaboration between the Goethe-Institut and several German universities. During the immersion phase, course participants will work with *DLL* modules 4 and 6, focusing on instructional activities, interaction, and lesson planning related to authentic content and cultural experiences.

This 6-credit course can be transferred and count toward a B.A., B.Ed. degree or a graduate degree in Education or German Studies. The course will include classroom observations of Canadian university learners of German at the CSSG, supervised interventions in CSSG classes, individual and group consultations, a homestay with a German family, cultural excursions with the CSSG, and, if possible, interaction with members of the DaF program at the Universität Kassel and/or teachers in local schools. The course materials, instruction, and assignments will be in German and possibly also in English.

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### **Course objectives**

This course is designed to improve participants' understanding and application of second language teaching principles and pedagogical content knowledge through classroom instruction, reflective classroom observation, and collaborative projects, as well as immersion experience. Participants will explore the teacher's role in the interactive classroom, classify, analyze, and integrate various activities for speaking, writing, listening, and reading, and understand the characteristics of fluency, communication, and text types for effective lesson planning based on proven theoretical models. Participants will gain insight into teaching and learning German through classroom observation, guided reflection, experiential learning, application of theory, and project work. Participants will also enhance their own German language skills, specifically as relating to everyday interaction, classroom language, and language awareness. Further development of knowledge about German culture, society, and/or history for the purpose of instruction in Canada or the USA is also integral to this course.

### **Prerequisite**

Two years of German study at a Canadian or US university, including one year of Intermediate German and preferably one year of Advanced level German. While German curricula vary, we assume that students coming into this course have studied all major grammatical structures.

### **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 policy for 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

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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 and resubmission	5%
Peer evaluation & support	5%
Active participation	10%
Language learning/teaching journal	15%
Homework	7.5%
Quizzes	7.5%
Immersion teaching observations & DLL reading reports	10%
Lesson / unit development plan	5%
Lesson implementation and reflection	10% + 10%
Applied pedagogical content knowledge project	15%

**Assignment dates**

- Pre-course assignment (due on the **first day of the orientation** in Hann. Münden)
- Peer evaluation & support (**May 6, May 16, May 27, June 9, June 17**)
- Homework (**daily**)
- Quizzes (the dates for the 4 quizzes will be negotiated / announced in class)
- Language learning diary (**due every Friday**, 5 submissions, including reflection, starting **May 13**)
- Teaching observations **May 10, 11, 13, 17, 24, 25, 27, 30, 31, June 1, 8, 10, 13, 14, 15** (either **June 14 or 15** will be used for the teaching demonstration)
- Readings and observations will be divided into 6 phases, with each reading completed before the corresponding observations (see below under **Immersion teaching observations and DLL & Reports**)
- Notes and reports for immersion teaching observation notes and self-reflections will be submitted 5 times across the program (**May 15, May 25, May 30, June 2, June 13**). Discussions of the reflections will take place at a time negotiated and agreed upon between the instructor and student.
- Lesson development plan is due on **June 13**.
- Lesson implementation and reflections are due on **June 17**.
- Applied pedagogical content knowledge project is due **June 20**.
- *There are no exams in this course.*

**Assignments and evaluation criteria**

**Pre-course assignment. (5%)** All students must research 5 places in Kassel as well as 1 place in Trier and 1 in Berlin that they would like to visit and write (in German) why these places are interesting to them. This assignment will be the basis for other assignments in the course,

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including oral presentations. You are required to write approximately 150 words on each place and 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 these cities and allow the instructor to assess your writing skills. You are required to use complex sentence structures, i.e., subordinate and relative clauses, different tenses (where necessary), appropriate vocabulary, 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 may hand in a revised version on a later date.

**Peer evaluation & support. (5%)** 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

**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.

**Language learning/teaching diary. (15%)** The objective of the language learning diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to critically reflect on your personal language acquisition process, your development of cultural awareness, and to develop your thoughts and opinions about your interactions and experiences in Germany, in general, and Kassel, in particular. Feel free to include creative work such as anecdotes, poems, songs, etc. You can write about any topic, but try to link that topic to your personal linguistic and intercultural development and please write at least four times, even if briefly, about your interaction with your tandem partner. Also, use the language diary to incorporate and practice newly learned vocabulary. When you focus on your language acquisition, you are encouraged to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed (especially any learned in class), 3) record any new words or phrases heard and even picked up, 4) identify gaps in your language and look up words or phrases that would have facilitated communication, 5) explain whether the

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communication was successful (i.e., “Did you achieve what you set out to?”) and whether there was any new cultural learning involved, and 6) 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.). This assignment will also provide feedback about your learning progress to the instructor and aids in designing customized tasks. You will hand in the language learning diary 4 times accounting for four new entries (minimum of one full page each, double-spaced, and no more than two pages for each entry). If the submission deadline falls on a travel date you may submit the diary on the following Monday. However, you need to inform your instructor to get permission. By writing 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, accuracy, complexity, as well as overall comprehensibility.

The fifth (and last) submission (2 pages, 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 (7.5%)** will be assigned daily. This may be reading, writing, communicative tasks, exercises derived from the *Studio* textbook or from *Grammatik aktiv*, learning for a quiz, or some type of oral preparation. The instructor can also assign individual homework for extra practice. It is important for students to complete all assignments on time in order to keep up with the learning progression. Students will be informed which of the assigned tasks will be handed in and graded, which will be corrected together with other students in class, and which will be part of the instructor’s office hours (see Extra Help).

**Quizzes. (7.5)** Four quizzes will be administered in class. They will test contextualized vocabulary from the novel and/or from other texts we have covered in class as well as grammatical structures from the *Studio* textbook or from *Grammatik aktiv*.

**Immersion teaching observations and DLL readings & reports. (10%)** Written notes and self-reflections are due on the dates below. These notes and reflections may take the form of bullets, questions, spontaneous responses and assertions, etc. The reflections will also incorporate the readings from the *DLL* books.

Reading 1 (*DLL* 4, pages 7-47) completed before May 10; Report 1 due on May 14  
Reading 2 (*DDL* 4, pages 48-83) completed before May 17; Report 2 due on May 25  
Reading 3 (*DLL* 4, pages 84-125) completed before May 25; Report 3 due on May 30  
Reading 4 (*DLL* 5, pages 57-95) completed before May 30; Report 4 due on June 2  
Reading 5 (*DLL* 5, pages 95-126) completed before June 8; Report 5 due on June 13  
Reading 6 (*DLL* 4, page 126-156) completed before June 13; Project due on June 20

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**Lesson development plan. (5%)** Students will develop a lesson plan (**due June 13**) based on their observations of the CSSG courses and the course readings, especially the *DLL* books. The topic, nature, and duration of the lesson will be negotiated with one of the CSSG instructors. The plan must be written up in a formal manner and include the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, assessment, and self-assessment. Students must consult with the course instructor upon completing the plan and before implementing it.

**Lesson implementation and reflections. (10% + 10%)** Students are required to implement the abovementioned lesson plan and write a reflection on the experience of teaching the plan. The reflection must be concise and self-critical (which may be positive!), taking a minimum of one and a half pages, double-spaced, and no more than two and a half pages. It must be mindful of the lesson as planned and focus on the lesson as taught, it must indicate strengths and weaknesses, successes and aspect for improvement or change. Potential implementation dates: **June 14 or 15**. The reflection is due on **June 17**.

**Applied pedagogical content knowledge project. (15%)** Students will complete an applied pedagogical cultural knowledge project for sharing with members of the CSSG team. The project may refer to any aspect of teaching German language and culture as experienced during observations while at the CSSG. The project must follow the nature of a broadly developed lesson or unit plan that would be applicable to a German as a foreign language course in Canada, either at school or university level. The plan must be written up in a formal manner and include the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, assessment and other relevant aspects of lesson planning. Ideally, the project should indicate how it can be integrated into a given course syllabus at a given educational level.

**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



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	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 current status of her/his 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 diverse ability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their professor and must have written documentation of their diverse ability 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 permitting for checking single words and basic expressions. There are not permitted for sentence-lengths translating and during quizzes and exams.