German 112 Dr. Edward J. Weintraut

Spring Semester 2019 Knight Hall 202B (301-2894)

Beginning German II Weintraut\_EJ@mercer.edu

MWF 2:00-3:00 mercerdeutsch@gmail.com

http://faculty.mercer.edu/weintraut\_ej Office Hours: M 10-11; W 4:30-5:00

<http://connect.mheducation.com> F 1:00-2:00; **and by appointment**

**Course** **Purpose:**

This course is a continuation of German 111 or is appropriate for students who have had two years of high school German (with at least a “B” average) or the equivalent. In this course you will continue to improve your ability to listen, speak, read, and write in German with further study of everyday culture in German-speaking regions. You will also learn how to narrate past events with more sophisticated sentences structures. A more detailed account of the learning outcomes in this course is provided at the end of this syllabus.

Required Texts

Terrell/Tschirner, Kontakte (Eighth edition: McGraw Hill) ISBN 9781259307423

ConnectGerman Online: http://connect.mheducation.com

**Grading Policy** *fractional grades after “x.44” are rounded up (e.g. 64.45 = 65)*

A (90-100) B+ (86-89) B (80-85)

C+ (76-79) C (70-75) D (66-69) F (00-65)

Homework ....…................................................................................................... 10%

Cultural PowerPoint/Prezi …………………………………………….................................... 7%

Presentation/Performance (end of April) ........................................................... 10%

Compositions ...................................................................................................... 18%

Tests and Quizzes ............................................................................................... 55%

***No Class Sessions on 21 January; 4-8 March; 5 and 19 April;***

***Withdrawal Deadline on 21 March***

*“Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible.  The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty Accommodation Form.  Disability accommodations or status will not be indicated on academic transcripts.  In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign.  Students must return the signed form to the ACCESS Coordinator.****A new form must be requested each semester****.  Students with a history of a disability perceived as having a disability or with a current disability who does not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester.  For further information, please contact Katie Johnson, Director and ADA/504 Coordinator, at 301-2778 or visit the ACCESS and Accommodation Office website at* [***http://www.mercer.edu/disabilityservices***](http://www.mercer.edu/disabilityservices)

***As in all courses, you are expected to observe the provisions***

***of the Mercer Honor Code. Unless otherwise authorized,***

***you may not solicit help on any class assignment***

***from native or near-native speakers of German.***

***I will report any perceived violation of the Honor Code***

***immediately to the Honor Council, without exception.***

**Attendance Policy and Class Participation**

You are expected to attend each class session and to contribute constructively to classroom activities. Absences will affect your final grade adversely. Unless you provide me and/or the Dean’s office with a valid written excuse for an absence, I will consider your absence unexcused. For each class session missed after your **fifth** unexcused absence, two points will be deducted from your final course grade.

Cell phones, text messengers **and** pagers must be turned off before entering the classroom or language lab. First-time violators will receive a warning; for every subsequent infraction **five** points will be deducted from the final course grade.

**Homework**

Homework will be assigned on a daily basis and must be submitted by the beginning of the next class meeting (ideally, an hour or so before class begins). Late submissions receive NO credit. Assignments will be based primarily on textbook exercises and web-based materials. Each component of a homework assignment is graded (3=excellent; 2=good; 1=adequate; 0=unacceptable, late, or not submitted). The total number of points accrued by the end of the semester constitutes ten percent of your final grade.

**Homework assignments and other ancillary materials will be updated regularly on the Canvas site for this course.** **Homework assignments are not limited to those found on Connect German Online**. Any special group projects that are assigned will be graded under the rubric “Homework.” Given the number and variety of homework assignments, there are no provisions for any extra-credit work.

You may submit any assignment outside CONNECT to my Gmail account, provided that [1] the document is presented **legibly** in any commonly-used Macintosh or Windows format (preferably Pages or Word). I strongly advise you to retain a copy of the dated submission on a separate disk.

**When submitting assignments by email, please use this format for the subject line: 11219 YOUR NAME DUE DATE OF ASSIGNMENT (for example: 11219 John Doe 14 January)**

In an ongoing effort to improve the quality of instruction, each student enrolled in this course is required to complete an end-of-semester course evaluation during the last two weeks of class. Students failing to submit the evaluation by the announced deadline will be assigned the grade of “Incomplete.”

**Cultural PowerPoint**

By the middle of January you will create a research group with no more than three other students. There are a few major cultural events that take place in German-speaking countries during Spring Semester:

**Suggested Topics Suggested Dates**

**Rosenmontag** (Köln und Mainz Rheinland Pfalz) 22 February

**Fasnet** (Rottenburg and Rottweil in Baden-Württemberg) 25 February

**Fasching** (Würzburg und München in Bayern) 27 February

**Ostern** (identify town or region) 22 March

**Christihimmelfahrt** (identify town or region) 25 March

**Tag der Arbeit** (identify town or region)27 March

**Pfingstmontag** (identify town or region)29 March

Your presentation will be evaluated according to a rubric distributed in class. In your presentation you should discuss the town (e.g. geographical location, historical importance, sights worth visiting) you are focusing on, and then its tradition. You should pay special attention to the characters and customs that are unique to this town, illustrating these distinctions with a wealth of images.

**Presentation/Performance**

Before midterm break you will form a story group with three or four other students. Within a month your group will create its own story that it will perform in class during the final week of the semester (for example, a fairy tale; a day in the life of a student; an infomercial). This is your chance to have fun with German and show what creative things you can do with the language you have learned so far! Your story may consist of a narrative and/or a dialogue. Everything must be spoken **in German**. All members of the group must have equal parts in the presentation or performance. It is absolutely essential that you provide me a written copy of your “screen play” at least ten days prior to your performance. Failure to do so will reduce your final grade for the presentation/performance by 15%. You will assess the quality of contributions made by each member of your team (15%); the group’s final product will be evaluated by me (85%) according to a rubric distributed in class. **In order to make sure that everyone in class can understand what you are presenting/performing, you need to avoid using vocabulary that we have not covered in class.**

**Compositions**

Objectives and evaluation criteria for each written composition will be assigned at least one week prior to the deadline for submission. One of these compositions will be due by the date scheduled for the final exam (7 pm on Saturday, 7 May) and will carry twice the value of the previous compositions. Late submissions will be penalized 10 points for every calendar day past the deadline. If a rewrite is required or desired, you must hand in the revision by the second deadline. The revision will account for 35% of the composition grade (the original draft constituting the remaining 65%).

**Quizzes and Tests**

In-class quizzes last approximately 10-15 minutes and will be announced at least one class day in advance. From time to time you may be required to complete a grammar, vocabulary, or listening comprehension quiz electronically via Canvas. I consider each quiz grade the equivalent of half a test grade. You may drop your lowest test grade (or lowest two quiz grades) at the end of the semester.

Three major, hour-long tests are tentatively scheduled on **14 February**, **21 March**,and **18 April**. If necessary, we can negotiate adjustments to this schedule in class. These tests are comprehensive, emphasizing the material presented in the most recent chapter, while including items from previous tests. Tests and quizzes may **NOT** be made up unless your absence has been officially excused by the University or Dean’s Office.

**Access to Course Grades**

Grades will be posted and updated weekly on Canvas. I strongly encourage you to check these data on a regular basis; please report any discrepancies or inaccuracies to me immediately. I also invite you to discuss your progress with me as often as you wish.  I will not discuss your grades over the phone, via e-mail, or with anyone but you.  If you receive a failing grade on any test, you **must** consult with me immediately.

**Course Objectives:**

**Functional Skills To Be Mastered**

**General Abilities**

Speaking: You’ll be able to adapt and personalize memorized material to form questions, statements, requests, and commands in everyday situations in a way that a sympathetic native speaker would understand

Listening: You’ll be able to comprehend basic spoken discourse pertaining to familiar situations in a well-defined and limited context

Reading: You’ll be able to comprehend narratives and dialogues on familiar topics, composed in simple, declarative sentences

Writing: You’ll be able to compose sentences and phrases that communicate some of your everyday, practical needs.

**Specific Abilities**

1) Exchanging Pleasantries

Greeting Others, Leaning Names, Discussing Weather

2) Sharing Personal Information

Birth Place, Current Residence, Likes and Dislikes, Appearance,

Employment Situation, Academic Situation, Family Relations,

Recreational Activities, Frequency or Duration of Activities,

Housing Arrangements, Vacation Plans, Food Preferences

3) Addressing Friends and Strangers

Making Requests; Asking Questions

4) Using Numbers

Telling Time, Counting Items, Determining Cost of items,

Explaining Duration and Frequency, indicating Dates

5) Describing Everyday Scenes and Situations in Brief Narratives that Encompass Past and Present Time Frames