

German 251
Fall Semester 2019
Intermediate German I
MWF 9:00-9:50
http://faculty.mercer.edu/weintraut_ej
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Course Purpose:

The primary objective of this course is to review the vocabulary and grammar introduced in the Elementary German sequence, to introduce more advanced features of the German language, and to help you cultivate strategies that will enable you to communicate in German with greater confidence and sophistication. Teaching you how to communicate effectively in German is my most important goal in this course, although I am not completely willing to sacrifice grammatical accuracy.

By the end of the semester you should be able to **read** and understand rather simple descriptive and narrative texts that deal primarily with cultural topics. Although you may still have to read a text several times for satisfactory understanding, you should be able to comprehend the main ideas and increasingly more details.

By the end of the semester you should be able to **write** routine social correspondence, cohesive summaries, and brief descriptions and narratives in present, past, and future time references. Ideally, you should start using cohesive elements such as personal pronouns, relative pronouns and conjunctions to enhance the rhetorical structure of your writing.

By the end of the semester you should be able to **understand spoken High German** used in a variety of everyday contexts. You should be able to understand the main ideas of spoken reports or conversations, but your comprehension of details may still be uneven.

By the end of the semester you should begin to **converse** meaningfully with others on a variety of uncomplicated themes based on everyday life. Your speech will likely be characterized by inaccuracies and long pauses, and there will be moments when you are at a loss to find the “right word” or the appropriate grammatical structure. Your pronunciation and intonation may still be heavily influenced by your American dialect, but your speech should become ever more understandable to sympathetic native speakers of German.

This course is appropriate for students who have had more than two years of high-school German study or have completed the elementary German sequence at the college level.

Required Texts

Terrell/Tschirner, Kontakte (eighth edition: McGraw Hill; 978-1-25989137-3)
ConnectGerman Online (be sure to have a copy of Kontakte with the viable ConnectGerman key)
Wells/Rankin, Handbuch zur deutschen Grammatik (Sixth edition: Cengage; 978-1-305-07884-0)

Kontakte will be used as a bridge between German 112 and German 251; students who are new to the program do not have to buy this book, but can photocopy the necessary pages. The Handbuch zur deutschen Grammatik serves as the “Bible” for all 200- and 300-level German courses.

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 (1) 6%			
Cultural PowerPoint/Prezi (2) 12%			
Compositions 15%			
Tests and Quizzes 45%			
Final Exam (Saturday, 14 December, 9-noon) 12%			

**No Class Sessions on Monday, 2 September; Friday, 12 October;
Wednesday, 27 November; Friday, 29 November; Friday, 6 December;
Withdrawal Deadline on Friday, 25 October**

*"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 ADA/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>"*

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.

Mental Health and Wellness: Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Please notify your faculty member or academic advisor for academic assistance, as needed. The office of Counseling and Psychological Services (CAPS) can also provide support if you are feeling stressed, overwhelmed, anxious, depressed, lost, or are struggling with personal issues. Please call (478) 301-2862 or visit the [CAPS website](#) for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. The CAPS office on the Macon campus is located in Linden House (attached to the MEP Residence Hall).

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 with a valid written excuse for an absence, I will consider your absence unexcused. For each class session missed after your **fourth** 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). **Always** check the Calendar in Canvas (left-hand sidebar) for a complete list of homework assignments for each day. Simply looking at what is assigned from Connect will not suffice!

Assignments will be based primarily on web-based materials (e.g. CONNECT) and hard-copy worksheets. Each component of a homework assignment is graded (3=excellent; 2=good; 1=adequate; 0=unacceptable, late, or not submitted on time). 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. 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.

Presentations

Prior to midterm and prior to the end of the semester you will make a brief presentation in German (3-5 minutes). The first will be a "show-and-tell" based on one or more objects that are of special significance to you (photo, book, souvenir, etc). The second **must** deal with some aspect of German culture that I approve in advance. Both presentations must be held in German and presented as extemporaneously as possible, and incorporate structures that I will identify in advance. You should use PowerPoint or Prezi to highlight images and/or words that are essential to your presentation. Evaluative criteria are described later in this syllabus. The second presentation contributes more to the final course grade because your skills in German should have improved as the semester nears its end. Your presentation will be evaluated by me and two other class participants according to the rubric attached to this syllabus. Each evaluator will earn homework points for the quality of his/her feedback on the rubric: either insightful and helpful (10), mediocre and generic (5), or not helpful/not submitted (0).

The first set of presentations will be held on 25, 27, 30 September and 2 October
The second set of presentations will be held on 22 November and 2, 4, and 6 December

Compositions

Objectives and evaluation criteria for each composition will be assigned at least one week prior to the deadline for submission. Late submissions will be penalized 5 points for every calendar day past the deadline. If a rewrite is required or desired, you must hand in the revision by the negotiated deadline. The revision will account for 35% of the composition grade (the original draft constituting the remaining 65%).

Within five days of receiving an evaluated composition, you are required to respond to any marginal comments I make, **even if you are happy with your grade and decide not to revise your work**. Failure to do so will reduce your grade by 10 points.

Whatever you submit must be your work. Do NOT seek help from other class members, native speakers, near-native speakers, or advanced German students. Do NOT use any translation app, but you may consult a dictionary for individual words or phrases. The composition you submit should NOT differ significantly from what you can write extemporaneously on a testing situation. If I suspect any violation of the cautions described above, I will report the case to the Honor Council.

Quizzes and Tests

Two major, hour-long tests are tentatively scheduled for **Friday, 4 October** and **Monday, 25 November**. If necessary, we can negotiate adjustments to this schedule in class. These tests are comprehensive, emphasizing the material presented most recently. Tests and quizzes may **NOT** be made up unless your absence is officially excused.

Quizzes last approximately 10-15 minutes and will be announced at least one class day in advance. Occasionally you may be required to complete a grammar, vocabulary, or listening comprehension quiz electronically via Canvas. Your lowest quiz grade will be dropped at the end of the semester. The average of all your remaining quiz grades will have the value of one major test.

The final examination **must** be taken on **Saturday, 14 December, between 9 and noon**. The final exam will be comprehensive; your ability to read, write, and understand spoken German will be evaluated. This exam may contain a web-based listening comprehension component. Special emphasis will be placed on material covered in the final three weeks of the semester.

Course Objectives: Functional Skills To Be Mastered

By the end of the intermediate level (GER 252) you should have acquired these skills:

Speaking: You can adapt and personalize memorized material so you can interact in a limited number of everyday, social situations in a way that is understandable to native speakers who are used to dealing with foreigners. Your speech may still be characterized by pauses, errors in grammar and word selection, and inconsistent pronunciation and intonation. However, you can now able to initiate and maintain conversations, and respond meaningfully to statements and questions.

Listening: You should comprehend statements and questions involving basic social and personal needs, such as personal conversations, public announcements, radio and television programs. Misunderstandings may still arise, and statements and questions may have to be repeated or reworded before you understand them. Details may be difficult to grasp, but you should understand the general meaning of the spoken message.

Reading: You should comprehend the main ideas of texts and scan for factual information in short texts intended for a general audience. These texts (such as classified ads, social invitations, advertisements, forms and applications, and simple business and social correspondence) require you to make few interpretive suppositions. Some details may be difficult to grasp, but you should understand the general meaning of the text.

Writing: You should create short texts (such as memos, simple correspondence, compositions on familiar themes, information required on forms and applications) that communicate meaningfully with native speakers used to dealing with foreigners. You will begin to show signs of an emergent personal style, although you will likely still rely on structures and vocabulary learned in class. Errors in grammar, word selection, and punctuation may still occur, but these will not impede meaningful communication.

Assessment of Presentation

Grade will be reduced by as many as 15 points if student reads frequently from notes

Comprehensibility (x 1)

understandable at all times; pronounced words correctly	84	92	100
not consistently understandable; had trouble pronouncing words correctly	52	60	68

Grammatical Accuracy (x2)

Sophisticated sentence structure (excellent use of conjunctions; virtually flawless word order); infrequent errors in grammar usage (e.g. verb tenses, nouns, prepositions)	90	95	100
Satisfactory sentence structure (occasional problems with conjunctions and word order in simple sentences); occasional errors in grammar usage (e.g. verb tenses, nouns, prepositions)	70	75	80
Poor sentence structure, or relied too much on simple sentences (frequent problems with conjunctions and word order; frequent errors in grammar usage (e.g. verb tenses, noun cases, prepositions)	50	55	60

Vocabulary (x2)

Broad and accurate range of vocabulary; excellent use of rhetorical strategies and stock phrases for communication	90	95	100
Adequate range of vocabulary for the topic; satisfactory use of rhetorical strategies and stock phrases for communication	70	75	80
Inadequate range of vocabulary or inappropriate selection of vocabulary; poor or lacking use of rhetorical strategies	50	55	60

Content (x3)

Ability to present extemporaneously; did not rely much on any printed or projected text (x1)	60	68	76	84	92	100
Ensured that others understood what s/he said (x1)	60	68	76	84	92	100
Images and/or props supported content well (x1)	60	68	76	84	92	100

On the reverse side, describe in some detail the strengths and shortcomings of this student's presentation.