



GR 451 GERMAN LANGUAGE IN CONTEXT: COMPETENT ABROAD

IES Abroad Berlin

DESCRIPTION: Students who enter this course will already be capable of achieving the outcomes of the Emerging Competent Abroad level as defined by the *IES Abroad MAP for Language and Intercultural Communication*. Students who take this level should already be familiar with most of the complex structures and linguistic functions that will be covered. They should not be surprised, however, to find that they will need to review these aspects of the language to develop greater fluency and more sensitivity to subtle and underlying linguistic and cultural meanings.

Students entering this level can succeed in a wide range of university courses designed for native speakers, provided they have met any prerequisites. Before registering, they should consult with the appropriate IES Abroad academic advisor on course selection.

By the end of this course, students will be fully able to meet the demands of living and working in the host culture. They will be able to communicate accurately, vividly, and expressively with their hosts on most topics. Students who succeed in this course will be able to function in a professional setting and to undertake further personal or professional projects in the host culture. Students will be able to understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make informed choices about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture.

CREDITS: 4 credits

CONTACT HOURS: 6 hours a week

LANGUAGE OF INSTRUCTION: German

PREREQUISITES: Completion of IES Abroad's 403 Emerging Competent Abroad III outcomes, determined by placement test.

METHOD OF PRESENTATION: Readings, discussions, small group work, partner work, presentations; individual studies, interviews, research, homework (mainly written), usage of the e-learning platform Moodle, usage of the IES library

REQUIRED COURSE MATERIALS: Material from different textbooks of German as a foreign language provided by the instructor or on Moodle.

REQUIRED WORK AND FORM OF ASSESSMENT:

Course participation → 30%

- 10% conversation
- 10% oral presentation
- 10% writing assignments and homework

Midterm exam → 20%

Final exam → 20%

Paper → 30%

Midterm exam

1. Grammar + Vocabulary: (10%)

- two grammar and vocabulary quizzes (20 points each), which are written during the first weeks of the course
- no dictionary
- Grading according to Grade Conversion Key (see page 5)

2. Interview project: (10%)

- topic of the interview project: "Berlin – 25 years after the Reunification: Have the Germans grown together?"
- writing a report (600 to 800 words) on the results of the interviews held during weeks 3 to 5
- Project report is due in the Midterm Week

- a short presentation in class (maximum 15 minutes) about the most striking outcomes of the interview project is given on Thursday before the Midterm Week. The evaluation of the presentation is described in the "Course Participation" section.
- Grading according to Grade Conversion Key (see page 5)

Final exam

1. Listening:

- Written responses to questions a common language text with a course-relevant theme.
- Repeated twice by the course leader.
- Study Aids: single-language (German) dictionary.
- Grading according to Grade Conversion Key (see page 5)

2. Grammar + Vocabulary:

- Review of grammar and vocabulary covered in the lessons of the course weeks 1-10 in a cloze without specifications, subject: "My time in Berlin" - Report of an American student.
- No test aid
- Grading according to Grade Conversion Key (see page 5)

Paper: "Berlin ist, wenn ... – What do you associate with the City of Berlin?"

- Photo Reportage (up to 10 photos) - "What would you take pictures to represent your personal Berlin?"
- Students justify their choice of photos and explain what Berlin is typical for them.
- What do you associate with Berlin? What personal relationship you have made with this city during your studies? As Berlin has possibly changed? What do you take back home?
- 100 to 1200 (up to 1500) words
- Delivery in the last week of classes: 2x in printed form
- Evaluation criteria: content, linguistic correctness (see Grade Conversion Key)

The Paper serves as the most expressive reflection of the student's own intercultural experiences during the semester. It will be collected and printed in an anthology of the language group, bound and distributed to all participants as part of the completion of the course. They will be presented to the IES Director and can be used as a review in the United States.

With this division of the performance tests all four language skills and cross-cultural competencies are tested in the exam format. The idea is to experience the intercultural peculiarities as a positive experience and not as a means of confrontation and hold.

Writing assignments

1st assignment:

- Creative writing: Terms for the National anthem of a new state. Explain your selection of ideas and try to create an anthem for that state. (siehe auch Aufgabenblatt zum 1. Aufsatz = Anlage 1)
- Minimum 300 words
- Due in Week 3

2nd assignment:

- What ist the Truth?: Pro- und Counter-Argumentation for each topic (see assignment sheet = Attachment 2)
- Minimum 400 words
- Due in Week 5

Evaluation criteria for the assignments:

The assessment considers primarily linguistic correctness, as well as language design. The linguistic correctness is calculated with an error quotient (FQ). To determine the FQ, the word count is divided by the number of errors, and then assigned to a real percentage / a Letter Grade: (for more details, see separate information sheet = Appendix 3)

LANGUAGE AND AREA STUDIES BERLIN

**Grade Conversion Key
 German Language Courses
 (According to HU's Language Center)**

Deutschland	USA	Prozent	dt. Beschreibung
1,0	A	100-96	ausgezeichnet
1,3	A	95-93	sehr gut
1,7	A-	92-87	(voll) gut
2,0	B+	86-82	gut
2,3	B	81-77	gut – voll befriedigend
2,7	B	76-72	voll befriedigend
3,0	B-	71-67	voll befriedigend - befriedigend
3,3	C+	66-61	befriedigend
3,7	C	60-55	befriedigend – ausreichend
4,0	C-	54-50	ausreichend
5,0	D	49-40	mangelhaft
6,0	F	39-0	ungenügend

Stand: 11. Juni 2013

LEARNING OUTCOMES:

Students who are placed in this level should have achieved the outcomes in the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Competent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:



I. Intercultural Communication

- A. Students will be able to express their own ideas, perspectives, and arguments thoroughly and yet tactfully, using language proficiency, sociolinguistic skills, and cultural knowledge.
- B. Students will be able to perform any activity (social, academic, professional) a local student of their age, skills, and background would do with a considerable degree of success.

II. Listening

- A. Students will be able to recognize and appreciate the beauty and richness of language when they hear it.
- B. Students will be able to understand nearly all speakers on a wide range of complex topics, including their digressions, side comments, and humor.

III. Speaking

- A. Students will be able to talk about *abstract* ideas and concepts, engage in agreement or disagreement, and defend their opinions with supporting evidence.
- B. Students will be able to use the language for a wide range of presentational and creative purposes.
- C. Students will be able to use an extensive variety of colloquial expressions and humor effectively.
- D. Students will be capable of varying their language to make subtle and complex distinctions (e.g. formality and informality) with a wide array of native speakers.

IV. Reading

- A. Students will be able to read and understand a broad range of academic resources and popular texts from the local community (print or online).
- B. Students will be able to understand the main ideas and supporting details when reading many works of literature and nonfiction with some assistance at times.
- C. Students will be able to recognize and appreciate the beauty and richness of the written word.

V. Writing

- A. Students will be able to write academic texts that describe, relate, report, compare and contrast, analyze, and summarize with a high degree of precision and accuracy on a wide range of topics.
- B. Students will be able to distinguish between the written style and the spoken style, and will be able to use the written style effectively with little assistance.

ATTENDANCE POLICY:

Attendance at all IES Abroad courses, including field studies and excursions is necessary and mandatory. Unexcused absences will count against the grade. Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director.

In the case of an excused absence, it is the student’s responsibility to inform the Academic Officer of the absence with relevant documentation (e.g. a doctor’s note).

Missed tests cannot be taken at another point in time except in case of documented illness!

The use of laptop or notebook microcomputers during class sessions is only permitted with prior permission from the course instructor. **Cell phones are to be switched off.** Students are expected to be on time for class, since late arrivals can be distracting for the instructor and disruptive for the class.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
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Week 1	1.Functional: - Talking about personal identity - Biography - Reading a poem: "partizip perfekt" Rudolf Otto Wiemer - Analyzing a poem and finding allusions: "Kinderhymne" Bertolt Brecht 2.Grammatical: - Simple past tense - Irregular verbs in the simple past - Past participles of irregular verbs 3.Vocabulary: - Biography - Frequently used terms in National anthems throughout the world - National anthem of Germany - National anthem of the former German Democratic Republic 4.Culture: - Biography of Kurt Tucholsky - History of the National anthems of the Federal Republic of Germany (FRG) and the former German Democratic Republic (GDR) - National Holiday of Reunification	Interviewing class mates in order to get to know each other and the teacher Writing a poem for a famous person adapting the form of Wiemer's "partizip perfekt" Creative writing (1st essay): Terms for the National anthem of a new state. Explain your selection of ideas and try to create an anthem for that state. Course-related trip: getting to know the German Holiday of Reunification	I A II A III B IV B, C V A, B
Week 2	1.Functional: "Jetzt wächst zusammen, was zusammengehört" -	Summarizing historical events by creating newspaper headlines Presenting the results of analyzing graphics and surveys in class	I A III A, B IV A, C

	Talking about the German reunification process • Reading original newspaper articles about historical events in 1989 and 1990 in the former GDR ("Das Jahr der Wende") • Describing, interpreting and evaluating graphics and surveys with regard to opinions about the German reunification 2. Grammatical: • Nominalization of verbal phrases 3. Vocabulary: • statistical terms • expressions for comparison and evaluation • figures in statistics and comparisons 4. Culture: • The 9th November in German history • The reunification process in Berlin from 1990 to the present	Reading a short story: Jana Kellermann "Heimat im Herzen"	
Week 3	1. Functional: • Preparing the interview project on the reunification process in Berlin • Discussing controversial social issues: "Gentrification in Berlin" 2. Grammatical: • Noun-verb-constructions (Funktionsverbgefüge: z.B. zur Sprache kommen, in	Reading a newspaper article related to the social topic of gentrification and informing the other students about controversial opinions and arguments; raising a discussion on that topic Course-related trip: preparation of the interview project (two fellow students working together) "Berlin more than 20 years after the reunification - Are the Berliners eventually reunified? Achievements and disappointments"	I A, B II A, B III A, D IV A V A, B

	Vergessenheit geraten, in Angriff nehmen etc.) 3.Vocabulary: - How to conduct an interview - Giving an opinion - Negotiating controversial statements - Berlin Dialect (lyrics of the song "Görli, Görli") 4.Culture: - Thursday morning "wake up" song: "Görli, Görli" P.R. Kantate - Gentrification in Berlin districts like Neukölln, Kreuzberg and Prenzlauer Berg - Interviews with "East" and "West" Berliners (local hosts, friends of local hosts, language partners, people in the street etc.)		
Week 4	1.Functional: - Reflecting and talking about forms of poverty in the German society - Research on social projects against poverty 2.Grammatical: - Verbs with prepositions (sich erinnern an, suchen nach) - Pronominal adverbs (da-, wo-compounds) 3.Vocabulary: - Verbs expressing emotions (lyrics of the song "Mensch")	Research on social projects against poverty in the local community and presentation of the results in class Course-related trip: working on the interview project	I A, B II A, B III A, B, D IV A, C V A, B

	• Unemployment • Social security system • Social poverty • Homelessness 4.Culture: • Thursday morning "wake up" song: "Mensch" Herbert Grönemeyer • Hartz IV reforms • Berlin Street Newspapers "Motz" and "Straßenfeger" • Social projects "Die Arche" and "Die Tafel"		
Week 5	1.Functional: • How to give a presentation • Participating in a pro and contra debate • Talking about a short movie 2.Grammatical: • Idiomatic combinations of nouns and prepositions (Schuld an, Sehnsucht nach) 3.Vocabulary: • Words and expressions for discussions and debates • Lyrics of the song "Über sieben Brücken" 4.Culture: • Thursday morning "wake up" song: "Über sieben Brücken" Karat and Peter Maffay • Short movie "Berlin is in Germany" (1999)	Quiz 2 (Tue, part of the Midterm Exam) Pro and contra debate: Was ist wahr? (Fernsehen macht dumm?; Denken lernt man in der Schule? etc.) Writing: report on the interview project (part of the Midterm Exam) Presentation: outcomes of the interview project (part of the course participation)	I A, B II A, B III A, B V A, B
Week 6	Midterm Week		

	Trip to the "Stasigefängnis" - Former East German Prison of the Ministry for State Security in Berlin-Hohenschönhausen		
Week 7	1.Functional: • Pro and contra debate: Should anonymous births be forbidden? • Talking about illiteracy in Germany • listening comprehension • Comparing two campaigns against illiteracy • Experience and impressions in Berlin 2.Grammatical: • Participle 1 and 2 as adjectives • Adjuncts of participles (erweiterte Partizipialattribute) • Relative clauses 3.Vocabulary: • Mother and child care • Education and illiteracy • Lyrics of the song "Mario" 4.Culture: • Thursday morning "wake up" song: "Mario" Tele • Babyklappen in Berlin • Campaigns against illiteracy: "alfatelefon - Schreib dich nicht ab!" and "Mein Schlüssel zur Welt"	Watching two videos: Wie funktionieren Babyklappen? Listening to a Radio feature about illiteracy Watching campaigns against illiteracy Reading a newspaper article: "A wie Analpabet" (Berliner Zeitung 2012) Course-related trip: preparing the paper about experience in Berlin: "Berlin ist, wenn... - Was ist dein Berlin?" (a photo coverage - due in week 9, Tue)	I A, B II B III A, B IV A V A, B
Week 8	1.Functional: • Comparing immigrant workers in the FRG and the GDR	Reading texts about immigrant workers: "Gastarbeiter im Wirtschaftswunderland" and "Vietnamesen in der DDR-Wirtschaft"	I A, B II A, B III A, D

	- Talking about a movie - Reflection about prejudice and stereotypes 2. Grammatical: - Verbs with prefixes both separable and non-separable and their different meanings (durchbrechen vs. durchbrechen) 3. Vocabulary: - Migration - Naturalization - Arts and movies - Lyrics of "Griechischer Wein" 4. Culture: - Thursday morning "wake up" song: "Griechischer Wein" Udo Jürgens - Movie: "Angst essen Seele auf" Rainer Werner Fassbinder (1973) - Celebrating Thanksgiving abroad	Writing: preparing the paper about experience in Berlin Course-related trip: Celebrating Thanksgiving in a German Restaurant	IV A V A, B
Week 9	1. Functional: - Reading and summarizing an article about differences between Germans and immigrant workers when suffering from illnesses - Discussing immigration laws and differences in residence titles for foreigners - Talking about a documentary film about an asylum seeker family fighting against deportation 2. Grammatical:	Reading a newspaper article: Angst essen Seele auf - Ausländer werden anders krank. Eine Diagnose" (Tagesspiegel) Reflection about the role of Hip-hop and Break dance in the documentary	I A, B II A, B III A, B, C IV A V B

	- Alternatives to the passive voice 3.Vocabulary: - Migration - Music, Hip-Hop, Breakdance - Lyrics of "Schöne neue Welt" 4.Culture: - Thursday morning "wake up" song: "Schöne neue Welt" Culcha Candela - Documentary: "Neukölln Unlimited"(Germany 2010) Part I		
Week 10	1.Functional: - Talking about part II of the documentary - Comparing the movie and the documentary 2.Grammatical: - Alternatives to passive voice (II) 3.Vocabulary: - Arts and movie - Migration - Christmas traditions 4.Culture: - Documentary: "Neukölln Unlimited"(Germany2010) Part II - Christmas party in the classroom - Christmas Markets in Berlin	Final discussion about the documentary Preparation for finals Course-related trip: Advent season in Berlin St Nicolas' Day Visiting Christmas markets	I A, B II A, B III A, C
Week 11	Final Exam:		

	Listening + Vocabulary/Grammar		
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Subject to changes depending on level and progress of class

RECOMMENDED READINGS:

Dreyer-Schmitt, Lehr- und Übungsbuch der deutschen Grammatik. Verlag für Deutsch
 Helbig/Buscha, Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht, Langenscheidt
 Rug-Tomaszewski, Grammatik mit Sinn und Verstand, Klett Edition Deutsch
 Renate Wagner, Grammatiktraining Mittelstufe, Verlag für Deutsch
 K. Hall, Grammatik für Fortgeschrittene, Verlag für Deutsch
 Hering/Matussek/Perlmann-Balme, Übungsgrammatik. Deutsch als Fremdsprache, Hueber-Verlag