



GR 403 GERMAN LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD III

IES Abroad Center Freiburg

DESCRIPTION:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will develop independence and autonomy so that, when communication does break down, they have enough tools at their disposal to resolve these challenges on their own. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers' errors.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, more spontaneous and self-reliant as they solve problems, interpret texts, negotiate, and express their opinions, likes, and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are much more likely to resolve these on their own. Students will understand a variety of colloquial expressions and slang and will be able to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: German

PREREQUISITES: Proficiency at a level equivalent to IES Abroad's Independent Abroad, as determined by placement test.

ADDITIONAL COST: none

METHOD OF PRESENTATION:

- Lectures
- Discussions
- Group work
- Private study
- Course-related trips
- Oral presentation

REQUIRED WORK AND FORM OF ASSESSMENT:

Intensive Phase:

- Participation, journal, presentation, protocol - 50%
- Final - 50%

Regular Semester:

- Course participation – 10 %
- Presentation – 10 %
- Homework – 10 %
- 2 Essays (3 pages each) – 20 %
- Midterm Exam – 20 %
- Final Exam – 30 %

The intensive phase will count for 40%, and the regular semester grade for 60% toward our overall grade in this course.

Course Participation – 10 %



Students are expected to participate in debates with questions related to the readings and Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes, and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available in the appendix and on Moodle.

Midterm Exam – 20 %

Description of midterm exam

Final Exam – 30 %

Description of final exam

2 Essays (3 pages each) – ##%

Description of research paper

Homework – 10 %

Description

Presentation – 10 %

Description of other elements in the grade

LEARNING OUTCOMES:

Students who are placed in this level should have achieved the outcomes in the Independent 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 Emerging Competent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

1. Intercultural Communication

1. Students will be able to describe and analyze key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
2. Students will be able to analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with those of the host cultures.
3. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
4. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

2. Listening

1. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
2. Students will be able to understand most native speakers and non-native advanced speakers and comprehend a wide array of moderately complex interactions (films, theater, university lectures, radio, etc.).

3. Speaking

1. Students will be able to participate in most academic and social interactions using, when appropriate, complex language including slang, colloquial expressions, double irony, and humor with increasing confidence.
2. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
3. Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar.
4. Students will be able to understand different levels of formality.

4. Reading

1. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
2. Students will be able to read and understand authentic materials including newspapers,

advertisements, brochures, instruction manuals etc. on abstract topics with little assistance.

3. Students will take responsibility for the selection of their reading materials based on their own interests.

5. Writing

1. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
2. Students will be able to write essays for classes incorporating aspects of appropriate academic style with little assistance.
3. Students will be able to use a variety of written styles with notable accuracy.

Attendance Policy

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on sessions (= 90 minutes). Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%).

Any student who has more than three (4) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Students in the LAS program can excuse themselves once per course - to do so, they must notify the instructor and the Academic Dean in writing by e-mail before the start of the session. Any further excused absences must be excused by IES.

If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

Arriving late for class: Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours, according to the rule above (i.e., if you were late by 15 minutes for 6 sessions, your grade would be reduced by 1%).

LATE OR FAILURE SUBMISSION OF ASSIGNMENTS: Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

Excused absence: Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

CONTENT:

Week	Content	Assignments and Readings	Corresponding Learning Outcome(s)
	Intensive Course		
Week 1	Functional: - Getting to know each other - Getting to know Freiburg - Everyday situations (Einkaufen/ Restaurant) - How to write an E-Mail Grammatical: - Adjective declension - Past tenses - Passive voice - Local prepositions - Comparative and Superlative Vocabulary: - Heimat - History of the town - Food and beverages - Freiburg today Culture: - Heimat/ Fremde - German eating habits - Freiburg in the past and today - Views of Germany in the past and now - Stereotypes	Readings have to be in general appropriate in terms of course topic and language level and to be selected by the teacher. Suitable suggestions and examples in the syllabus are given in the following sections. Example Week 1: Different texts about Freiburg Writing: E-Mail Tagebuchprojekt – writing about your daily impressions in Freiburg (5*1 pages) Oral: Interviewing classmates in order to get to know each other Kurzreferat Wortschatzprotokoll Keeping check on your new vocabulary	I.A., I.B., I.C., II.B., III.B., III.C., IV.A., V.B.
Week 2	Functional: - Talking about events and experiences - Talking about the use of media/ free time - Talking about your studies and plans - How to write a formal letter	Writing: - Tagebuchprojekt – writing about your daily impressions in Freiburg (5*1 pages) - Formeller Brief Oral: - Kurzreferat - Wortschatzprotokoll - City as text	I.A., I.B., I.C., II.B., III.B., III.C., IV.A., IV.B., V.B.

	- Expressing attitude and opinion Grammatical: - Verbs with prepositions - Prepositional pronouns - Konjunktiv II (polite requests, desires/wishes) - Connectors (overview) - Noun-Verb-constellations I Vocabulary: - Politics and media - Economy and environment - Free time activities - School and University Culture: - Political election system - Media in Deutschland - Economic aspects of Freiburg - Freiburg Green City - Comparison of educational system: Germany versus US - University of Freiburg	Core-goal-setting-unit Final exam intensive course	
	Semester Course		
Week 3	Functional: Grammatical: Vocabulary: Culture: - Getting to know each other - How to express opinion - Talking about stereotypes - Connectors: einerseits – andererseits - As needed - Practical Vocab – free time	Writing: Luscher, <u>Landeskunde</u>, S. 7-19. Oral and Writing: Interviewing a new flatemate: What do you think about __? – write a reflection (moodle, 1 page) Related homework to the various grammar topics	I.A., I.B., I.C., II.A., III.B., III.C., IV.A., IV.B., V.B.

	○ Stereotypes Finding out: What stereotypes do Germans have?		
Week 4	Functional: • How to express yourself more formally Grammatical: • Noun-Verb-constellations II: Entscheidungen treffen Vocabulary: • As needed • Noun-Verb-constellations • People, nationalities, geography Culture: • General information about Germany (chapter I) • Minorities in Germany	Reading: • Luscher, <u>Landeskunde</u>, S. 7-19. Related homework to the various grammar topics	I.A., II.A., III.C., III.D., IV.A., IV.B., V.B.
Week 5	Functional: • How to speak informally with other students Grammatical: • Adjectives and adverbs with prepositions: <i>stolz sein auf</i> Vocabulary: • As needed • Adjectives and adverbs with prepositions Culture:	Writing: Dialogue between students (1 page) Listening: German dialects (moodle) Oral: Interviewing a flatmate about popular German dialects and presenting the answer in class	I.A., I.B., I.C., II.A., III.A., III.C., III.D., V.B.

	- Dialects - Student language - Finding out: Which dialects find Germans prestigious?		
Week 6	Functional: - How to describe processes/historical events - How to present Grammatical: - Passive voice Vocabulary: - As needed - Related to history, nature, geography Culture: - Differences between the Bundesländer	Reading: Luscher, <u>Landeskunde</u>, S. 23-58. Oral: - Presentation – Bundesländer - Related homework to various grammar topics CORE II	I.B., I.C., II.A., II.B., III.A., III.C., IV.A., IV.B.
Week 7	Functional: - How to describe where people/things are - How to present Grammatical: - Local adverbs: <i>rein, drinnen</i> Vocabulary: - As needed - Verbs expressing locality: <i>runterfallen, reingehen</i> - Related to history, nature, geography Culture:	Reading: Luscher, <u>Landeskunde</u>, S. 23-58. Oral: Presentation – Bundesländer Essay I (3 pages)	I.B., I.C., II.A., II.B., III.A., III.C., IV.A., IV.B., V.C.

	Differences between the Bundesländer (video)		
Week 8	Functional: - How to speak more authentically in informal situations Grammatical: - Modal particles: <i>mal</i>, <i>eigentlich</i> Vocabulary: - As needed - Colloquial vocabulary - Student life Culture: “real” informal German Theater	Related homework to various grammar topics Field study: Theater Midterm Exam	I.A., I.B., III.A., V.C.
Week 9	Functional: - How to express irreality in the past - How to narrate a story Grammatical: - Konjunktiv II – past tense Vocabulary: - As needed - Childhood, youth, family, history Culture: - Germany – Soziale Aspekte - Contrasting social aspects in Freiburg with other towns of Germany	Reading: Luscher, <u>Landeskunde</u>, S. 59-82. Oral: Interviewing two people about Freiburg’s social situation – presenting the answers in class Writing: Creative text: a song (Moodle) Listening: two songs (Wise Guys, Die Kleingeldprinzessin)	I.C., II.A., II.B., III.A., III.C., IV.A., IV.B., V.C.
Week 10	Functional: How to narrate a story	Reading: Luscher, <u>Landeskunde</u>, S. 109-134.	II.B., III.B., III.C., IV.C.

	- How to present (a famous person) Grammatical: - Articles: <i>der, die, das</i> Vocabulary: - As needed - Literature, music, media Culture: - Germany – Kulturelle Aspekte	Oral: Presenting a well-known author, actor Related homework to the various grammar topics	
Week 11	Functional: - How to quote without quotation marks Grammatical: - Indirect speech – Konjunktiv I <i>Er sagt, sie sei sehr groß</i> Vocabulary: - As needed Culture: - Finding out: What do people in Freiburg think about media, literature?	Writing: Creative newspaper article (moodle, 1 page) Related homework to the various grammar topics	I.A., I.B., I.C., II.A., II.B., III.A., III.D., IV.A., IV.B., V.A. V.C.
Week 12	Functional: - How to express yourself with more complex structures Grammatical: - Pronominaladverbien: <i>da(r) + Präp.</i> <i>Ich freue mich darüber, dass...</i> Vocabulary:	Oral Presentation: What do people in Freiburg think about media, literature? Related homework to the various grammar topics Essay II (3 pages)	I.A., I.B., I.C., II.A., II.B., III.A., IV.A., IV.B., V.A., V.C.

	- As needed - Verbs with prepositions		
Week 13	Functional: - NA Grammatical: - Revision Vocabulary: - Revision Culture: - German Breakfast / Course wrap-up, talk about your experience	Final Exam	III.A., III.B., V.A., V.C.

REQUIRED READINGS:

- Newspaper and magazine articles, periodicals, selections of short literary and scientific texts; Handouts for GR 403.
- Luscher, Renate. Landeskunde Deutschland – Von der Wende bis heute.

RECOMMENDED READINGS:

- Exercises on Moodle Page

Appendix:

Rubric for course participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and with their own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. They respectfully state their reactions about other classmates' opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
----------	---

B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time, the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography but in a superficial way. They try to construct over others' ideas, but commonly provide comments that indicate a lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.