



GR 451 GERMAN LANGUAGE IN CONTEXT: COMPETENT ABROAD

IES Abroad Freiburg

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: 60 hours

LANGUAGE OF INSTRUCTION: German

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

ADDITIONAL COST: none

METHOD OF PRESENTATION:

- Lectures
- Discussions
- Group Work
- Private Study
- Field Studies
- Oral presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

Intensive Course

- Course participation – 20 %
- Short Presentation – 20 %
- Journal/Homework/Written Assignments – 30 %
- Final Exam – 30 %

Semester Course

- Midterm Exam & Short Vocabulary Tests – 30 %
- Presentation – 10 %
- Course participation – 10 %
- Homework – 10 %
- Written Assignments – 10 %
- Newspaper project (including presentation) – 30 %

The intensive phase will count 40 %, the regular semester grade 60 % towards your overall grade.



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:

1. Intercultural Communication
 - Students will be able to express their own ideas, perspectives, and arguments thoroughly and yet tactfully, using language proficiency, sociolinguistic skills, and cultural knowledge.
 - 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.
2. Listening
 - Students will be able to recognize and appreciate the beauty and richness of language when they hear it.
 - Students will be able to understand nearly all speakers on a wide range of complex topics, including their digressions, side comments, and humor.
3. Speaking
 - Students will be able to talk about abstract ideas and concepts, engage in agreement or disagreement, and defend their opinions with supporting evidence.
 - Students will be able to use the language for a wide range of presentational and creative purposes.
 - Students will be able to use an extensive variety of colloquial expressions and humor effectively.
 - 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.
4. Reading
 - Students will be able to read and understand a broad range of academic resources and popular texts from the local community (print or online).
 - 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.
 - Students will be able to recognize and appreciate the beauty and richness of the written word.
5. Writing
 - 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.
 - 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

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 - Becoming familiar with a new environment Grammatical: - Brush up on the main Grammar topics as result of the Placement test, with emphasis on the structural difference between English and German Grammar	Readings must 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. Reading: Kurzer Gang durch die Stadtgeschichte Field studies: Local museum Quiz on the Museum as preparation for Passive voice	I.A., II.A., III.A., III.B., IV.A., IV.B.

	• Brush up on irregular verbs and the use of tempus forms in German • Objective and subjective use of Modal verbs, sentence structure in main and subordinate clauses • Intonation with special emphasis on the Umlaut • Passive Voice Vocabulary: • As needed • Verbs, Irregular verbs, Modal verbs Culture: • Diachronic cultural competence: Gothic, Renaissance, Baroque, 19th and 20th Century in Freiburg. Getting to know the various stages in which the host culture historically emerged with special emphasis on Freiburg. • Discussion of cultural differences between the U.S. and Germany on an everyday level.	Related homework to the various grammar topics Related homework to the Historical City and Münster Tours	
Week 2	Functional: • Understanding different text types • Style analyses of a literary text • Difference between spoken and written language • Presentations • Importance of independent and self-motivated work Preparation for the University Courses: Independent Acquisition of Information, taking notes under pressure (Transcription)	Reading – German novelle Related homework to the readings Field study: Socio-cultural City Tour as preparation for City as text City as text Related homework to the various grammar topics Final exam intensive course	I.A., II.A., III.A., III.B., IV.A., IV.B., V.A.

	Grammatical: • Passive voice • Intonation with special emphasis on the Umlaut • Sentence structure in main and subordinate clauses (Umstellung) • Forms and Use of Konjunktiv II Vocabulary: • As needed • Variation of German Language, Dialect phrases Culture: • Socio cultural emersion of modern German Society • Freiburg as a green city		
	Semester Course		
Week 3	Grammatical: • Noun-based constructions – verb-based constructions Vocabulary: • As needed • Nouns deriving from verbs Culture: • Sprachwandel – language change	Reading: • Weltsprache Deutsch • Wege zur Sprache Writing: Export von deutschen Wörtern Oral: Group discussion - Sprachwandel Related homework to the various grammar topics	I. B., II.A., II.B., III.A., III.B., IV.A., V.B.
Week 4	Functional: • Stating an opinion Grammatical:	Writing: Abstract of Interview (Moodle) Oral • Group discussion-dialects • Interview with a dialect speaker	I.A., II.B., III.A., III.B., III.D., V.B.

	- Reported speech: prepositions, <i>wie</i>-clauses, Subjunctive I - Correction of text production Vocabulary: - Alternatives of <i>sagen</i> - As needed Culture: - German dialects	Related homework to the various grammar topics	
Week 5	Functional: - How to talk like a native speaker Grammatical: - Modal particles - Correction of text production Vocabulary: - Umgangssprache – slang - As needed Culture: - Umgangssprache – slang	Writing: A conversation at the mensa (Moodle) Related homework to the various grammar topics	I.B., II.A., II.B., III.C., III.D., IV.A., V.B.
Week 6	Functional: - Explaining and discussing cultural experiences and differences Grammatical: - Correction of text production Vocabulary: - As needed	CORE II Questions to help students reflect their experience abroad (doesn't figure into the overall grade)	I.A., I.B., III.A., III.B.

Week 7	Functional: - How to present Grammatical: - Prepositions, adverbs - Conjunctions: causal, concessive, modal conditional phrases Vocabulary: - Media - As needed Culture: - Media in Germany	Oral: Presentation – German media Writing: Abstract of presentation on German media Related homework to the various grammar topics	I.A., II.A., III.B., IV.A., IV.C.
Week 8	Functional: - Review of functional content for midterm exam Grammatical: - Prepositions, adverbs - Conjunctions: temporal phrases Vocabulary: - As needed Culture - Theater	Related homework to various grammar topics Field study: Theater Midterm Exam	II.A., II.B., IV.B., IV.C., V.A., V.B.
Week 9	Functional: Describing people, places and situations by using new complex grammatical structures Grammatical:	Writing: Outline and purpose of article (Moodle) Oral: Presentations of newspaper abstract	I.A., II.B., III.A., III.B., IV.C., V.A.

	- Relative clauses - Participle constructions Vocabulary: - As needed Culture: - Newspaper project		
Week 10	Functional: - How to conduct an interview Grammatical: - Correction of text production Vocabulary: - As needed Culture: - Newspaper project	Writing: Abstract of Interviews (Moodle) Course-related trip: Interviews with locals and experts	I.A., II.A., II.B., III.A., III.B., IV.A., V.A.
Week 11	Functional: - Design of newspaper article I Grammatical: - Subjective modal verbs - Modal verb alternatives - Correction of text production Vocabulary: - As needed Culture: - Newspaper project	Writing: First draft of article Peer review of first draft (Moodle) Related homework to the various grammar topics	I.A., II.A., II.B., III.A., III.B., V.A., V.B.

Week 12	Functional: - Design of newspaper article II Grammatical: - As needed - Correction of text production Vocabulary: - As needed Culture: - Newspaper project	Writing: Full article with photos (Moodle) Final draft class portraits, layout, title page, final editing	IV.C., V.A., V.B.
Week 13	Culture: - Newspaper project - German Breakfast / Course wrap-up, talk about your experience	Presentation of Newspaper at farewell event	I.A., I.B., II.A., II.B., III.A., III.B., III.C.

COURSE-RELATED TRIPS:

- List of course-related trips here.

REQUIRED READINGS:

- Newspaper and magazine articles, periodicals, selections of short literary and scientific texts
- Handouts for GR 451

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.