



GR 353 GERMAN LANGUAGE IN CONTEXT: INDEPENDENT ABROAD III

IES Abroad

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 Emerging Independent 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:

- Participation and Homework - 20%
- Vocabulary tests - 15%
- Presentation - 15%
- Written Assignments - 20%
- Final Exam - 30%

Semester Course:

- Midterm Exam - 10%
- Quizzes (grammar and vocabulary, announced in advance) - 20%
- Presentation - 10%
- Participation - 10%
- Homework - 10%
- Written Assignments - 20%
- Final Exam - 20%



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

Course Participation – 20 % IP / 10 % RS

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 RS – 10 %

Description of midterm exam

Final Exams – 30 % IP / 20 % RS

Description of final exam

Vocabulary tests IP – 15 %

Description

Presentation IP – 15 %

Description

Written Assignments IP – 20 %

Description

Quizzes RS (grammar and vocabulary, announced in advance) – 20 %

Description

Presentation RS – 10 %

Description

Homework RS – 10 %

Description

Written Assignments RS – 20 %

Description

LEARNING OUTCOMES:

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

- Intercultural Communication
 - Students will be able to identify and describe at a basic level 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.
 - Students will be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with those of the host cultures.
 - Students will be able to interpret gestures and body language, and they will integrate some of those nonverbal actions into their interactions with native speakers.
 - Students will know how to meet socio-cultural norms in a variety of transactional events.



- Listening
 - Students will be able to understand most spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - Students will be able to understand most native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- Speaking
 - Students will be able to speak on and discuss a wide range of concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 - Students will be able to participate, initiate, and respond actively in a wide variety of interactions (field studies, interviews, community interaction, CORE).
 - Students will be able to narrate sequences of events with a notable degree of accuracy.
 - Students will be able to give presentations on topics related to the host culture.
- Reading
 - Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
 - Students will be able to read and understand the key ideas of academic texts on familiar topics with assistance.
- Writing
 - Students will be able to meet most everyday writing needs (notes, text messages, formal and informal letters, emails, chats, online forums).
 - Students will be able to write essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with an increasing degree of grammatical and lexical accuracy.
 - Students will be able to edit their own and their peers' writing for common errors.

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	Corresponding Learning Outcome(s)
	Intensive Course		
Week 1	Functional: - Introducing yourself and others - Getting to know the City-Center - Conducting interviews - Describing places and directions Grammatical: - Local prepositions and adverbs - Indirect questions - wissen vs. kennen vs. Können - legen/liegen; stehen/stellen... - Review and practice: Past tense forms, oral and written usage, Past participles Vocabulary: - Getting to know each other - Important dates of Freiburg’s history	Writing: Written summary of first impressions in Freiburg/ Germany Oral: - Interviewing classmates to get to know each other - Asking about directions and finding places; getting information - Describing personal experience of former stays in Germany, Austria or Switzerland Quiz game: How much do you know about the “Bundesländer”? Course-related trips: - Exploring the Freiburg City-Centre - Museum of Freiburg History or comparable museum / institution	I.A., I.B., II.A., III.B., IV.A., V.A.

	- Freiburg for students/ free time activities - German geography and neighbors - Nations and Countries - First impressions Culture: - Shopping in Freiburg “Decoding Freiburg” - Museum of Freiburg’s History - Monuments		
Week 2	Functional: - Describing people and objects - Describing activities in past tenses Grammatical: - Review: Adjective forms and declensions – Comparison - Relative clauses (all cases, with preposition, relating pronouns: wo, woher, wohin) Vocabulary: - Forms of communication - landscapes, nature, places in town and region - Character traits Culture: - City as Text - Freiburg’s economy –visit of an enterprise “Typically Freiburg/ Germany” - Studying in Freiburg	Reading: - Schwarzwald, Bodensee, Dreiländereck - Info text (chosen by the teacher) on the following topic: German people and other Europeans Writing: Formal and informal letter Oral: Presentation of an American university, town or enterprise Field studies: - City as text - Freiburg Münster - Freiburg’s economy –visit of an enterprise Core-goal-setting-unit Final exam OIL	I.A., I.B., II.A., III.B., III.D., IV.A., IV.B., V.A.
	Semester Course		
Week 3	Functional:	Reading appropriate in terms of course topic and language level, to be	I.B., I.C., II.A., III.B., IV.A., V.A., V.C.

	- Talking about emotions and the experience of living in a foreign country Grammatical: - Review of Past tenses - Correction of text production Vocabulary: - Adjectives for describing people and feelings - Relationships - As needed Culture: - Freiburg – a new and unknown environment	selected by the teacher. For Example: <i>Tausend Spiegel</i> Listening to an appropriate audio piece in terms of course topic and language level, to be selected by the teacher. For Example: <i>Tausend Spiegel</i> Writing: Optimists vs. pessimists Oral: How do I feel/ behave in new or unknown situations?	
Week 4	Functional: - Talking about real/ unreal conditions - Polite forms of asking, expression of wishes Grammatical: - Konjunktiv II Vocabulary: - Relationships - Sayings - As needed Culture: - Comparison politeness in Germany vs the US	Reading appropriate in terms of course topic and language level, to be selected by the teacher. For Example: <i>Ich habe einen Traum</i> Writing: <i>Ich habe einen Traum</i> Oral: Discussion: What if... Listening to an appropriate audio piece in terms of course topic and language level, to be selected by the teacher. For Example: <i>Wenn alle das täten</i> (Georg Kreisler)	
Week 5	Functional:	<i>Wer ist wie ich?</i> Writing: A love story	I.A., I.B., II.A., III.B., IV.B., V.A.

	• Stating an opinion, how to agree and disagree • how to give advice in German Grammatical: • Konjunktiv II • Prepositions • Genitive Vocabulary: • Relationship • Adjectives • As needed Culture: • Dating and relationships in Germany	Oral: Giving advice What characteristics do I expect my (future) partner to have?	
Week 6	Functional: • How to argue and deal with conflicts in a private context • How to give a presentation Grammatical: • Correction of text production • Verbs with prepositions Vocabulary: • Adjectives • As needed Culture: • Idioms/common phrases • Comparison relationships in Germany vs. the US (age to marry, divorce rate etc.)	Reading appropriate in terms of course topic and language level, to be selected by the teacher. For Example: <i>Wir reden gerade so nett.</i> Writing: Dialogues Oral: Discussion about relationships	I.A., I.B., II.A., III.A., III.C., IV.B., V.A., V.C.
Week 7	Functional:	Core II	I.A., I.B., III.A., III.B

	- Talking about cultural differences Grammatical: - Correction of text production - Verbs with prepositions - Review of causal clauses Vocabulary: - Adjectives - As needed Culture: - Student life in Germany vs. the US - Presentations (topics related to Germany in comparison to the US)		
Week 8	Functional: - Talking about historical events Grammatical: - Concessive clauses - Conditional clauses Vocabulary: - Adjectives - As needed Culture: - The impact of German history - Presentations (topics related to Germany in comparison to the US)	Reading appropriate in terms of course topic and language level, to be selected by the teacher. For Example: <i>Erich Fried – eine kurze Biographie</i> <i>Es ist, was es ist</i> (Poem) Oral: How to deal with history? Presentations Listening: <i>Was es ist</i> (MiA.)	I.A., I.B., II.A., III.B., IV.A., V.A.
Week 9	Functional:	Reading appropriate in terms of course topic and language level, to be selected by the teacher. For Example:	V.A., V.B.

	- Talking about clichés and prejudices - Talking about patriotism Grammatical: - Connectors Vocabulary: - Adjectives - As needed Culture: - Understanding reasons for cultural differences - Presentations (topics related to Germany in comparison to the US)	<i>Distanz zum Land</i> Writing: Patriotism in the US Oral: Group discussion: Typical German – typical American Interviews with German students Midterm Exam	
Week 10	Functional: - Talking about <i>Heimat</i> Grammatical: - Final clauses - Infinitive with <i>zu</i> Vocabulary: - Adjectives - Sayings - As needed Culture: - Body language - Presentations (topics related to Germany in comparison to the US)	Reading appropriate in terms of course topic and language level, to be selected by the teacher. For Example: <i>(Zweite) Heimat Deutschland?</i> Writing: What is <i>Heimat</i> to me? Oral: What is <i>Heimat</i>? Presentations Listening to an appropriate audio piece in terms of course topic and language level, to be selected by the teacher. For Example: <i>Two Germans in the US</i>	I.A., I.B., II.A., II.B., III.C., III.D., IV.B., V.A., V.B.
Week 11	Functional: Describing processes	Writing: Describing processes Oral: Presentations	I.B., I.C., I.D., II.A., II.B., III.C., III.D., V.B.

	Grammatical: - Past participles - Passive voice (present tense) Vocabulary: - Adjectives - As needed Culture: - Presentations (topics related to Germany in comparison to the US)		
Week 12	Functional: - Interpreting quotes, expressing opinion about abstract and philosophical questions Grammatical: - Passive voice (past tense) - Passive with <i>sein</i> and <i>werden</i> - Correction of text production Vocabulary: - As needed Culture: - Presentations (topics related to Germany in comparison)	Writing: My favorite quote Oral Presentations: Group discussion – Quotes	I.B., I.C., I.D., II.A., II.B., III.C., III.D., IV.B., V.B., V.C.
Week 13	Functional: - Expressing plans and hopes for the future (private and professional) Grammatical: - Revision	Final Exam	IV.B., V.A.

	- Review of the Future tense Vocabulary: - Revision Culture: - German Breakfast / Course wrap-up, talk about your experience		
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COURSE-RELATED TRIPS:

- List of course-related trips here.

REQUIRED READINGS:

- Selection of short texts; Handouts for GR 353

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.
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