



CU/DU 101 DUTCH LANGUAGE IN DAILY LIFE

IES Abroad Amsterdam

DESCRIPTION:

This course aims to provide an introduction to the Dutch language in daily life. Through task-based and interactive methods, a basic understanding of the Dutch language will be obtained. Students will master some basic vocabulary in order to participate in limited conversations and express themselves in some general situations. Besides the language aspect, students will also learn about some of the most important Dutch traditions and holidays, some cultural aspects and recent political history. A practical component and field trips are part of this course.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Dutch will be used in most instances in the language part of the course, with emergency use of English for disambiguation or clarification. Most of the cultural part will be in English.

PREREQUISITES: None

ADDITIONAL COST: None.

METHOD OF PRESENTATION:

The course contents will be delivered by applying an interactive methodology with focus on active communication in Dutch. Students prepare group lessons with a digital component of the course material, constituted by listening, speaking and grammar/vocabulary exercises. The concurrent book is used in the group lessons and offers opportunities to put your preparation into practice.

After the lesson you do more exercises in the digital part to assimilate what you have learned.

Homework, the consolidation, will be assigned so that the students can systematize, practice, and clarify 'chunks' of language. Some basic grammar will be presented. However, as the course is aimed at providing a solid foundation to 'use' Dutch, the emphasis of the lesson will mainly be on directly practical aspects of the language.

There will be special cultural assignments and reflections related to field study trips. Amsterdam and its people are a perfect scenario for practicing the target language and learning about the ways people live. Therefore, we will draw on this setting to collect pieces of information for our class discussions and to develop a first-hand appreciation of the Dutch language in daily life. Information and communication technology will be very present in the classroom. Some assignments or reflections will involve internet research. The e-learning module Moodle will provide instructions, assignments, reflections, materials and activities.

STUDENT PROFILE:

This course is designed for students with little to no prior knowledge of the Dutch language. By the end of the course, a successful student will have developed a basic foundation in five skills: 1. intercultural communication, 2. reading, 3. writing, 4. listening and 5. speaking.

This outcome offers the student a variety of basic capacities to enjoy communicating every-day wants and needs in the host culture language, as described in the learning outcomes below.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation and completed homework - 15%
- Oral exam - 25%
- Language exam I & II - 40%
- Cultural Assignments/reflections - 20%

COURSE ELEMENTS:

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Exams:

- Language exam I and II about Dutch vocabulary and grammar. (These are taken during class and are written)
- Oral exam: a one-on-one conversation with the teacher at the end of the course.

Assignments Cultural part: (these assignments are in English)

Assignment 1: Record a short Q&A conversation 2/3 minutes in Dutch between yourself and a Dutch speaking person. (audio or video) Due date October 30th

Assignment 2: An essay (500-1000 words) about one of our field trips, in English.
This can be uploaded on Moodle or sent to the teacher by email. Due date November 20th

Assignment 3: A presentation about a Dutch person, event or phenomenon.

These presentations are about +/- 20 minutes and will take place during the last few lessons.

It's possible to use visuals and a beamer during this. Please inform your teacher what your subject is and we will provide you with extra input and material.

You can do most of the presentation in English, but some Dutch should be implemented:

Either introduce your subject in the first c. 100 words in Dutch and/or (!) introduce, throughout the presentation, 6 interesting Dutch words you learned corresponding to your subject. So you can choose one of these options: 1. c. 100 Dutch introduction words or 2. introduce 6 words across the lecture wherever you deem it suitable, and that will be sufficient for a pass. But choosing both will get you a higher grade.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

achieve some of the outcomes for the Novice Abroad level as defined by the Model Assessment Practice (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 meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
 - B. Students can recognize basic appropriate and inappropriate expressions and behaviours in the Dutch language.
 - C. Students will be able to distinguish between basic representations of formality and informality in the Dutch language.
 - D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.
- II. Listening
 - A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
 - B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.
- III. Speaking
 - A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Centre, and the community).
 - B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.
- IV. Reading
 - A. Students will be able to identify and understand basic sentences.
 - B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

- V. Writing
 - A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
 - B. Students will be able to send basic emails, text messages, and fill out some basic forms.

ATTENDANCE POLICY:

Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Excused absences are permitted only in case of:

- Health issues (including a doctor's note);
- A recognized religious holiday traditionally observed by the particular student;
- A grave incident affecting family members;
- Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If you are experiencing Covid-19 related symptoms, please get tested through the GGD (Dutch health services) and stay home until you receive the result. Please notify IES Amsterdam and your professor.

Do you need to (self) quarantine, please contact IES Amsterdam and your professor.

Options to accommodate excused student absences may include and are not limited to:

- Student joining class remotely via livestream.
- Student watching a recording of the class session.
- Student doing independent asynchronous work such as read & view course materials, engage in Moodle activities (Forums, Journals, etc.), and/or have a one on one meeting with their instructor.

This will be decided upon and communicated by the professor of your course.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

CONTENT:

Session	Content	Assignments
Session 1	Introduction and how to use the book/website Set up your own vocab-list Introducing yourself -Pronouns and verbs (singular) -Numbers and Alphabet	<ul style="list-style-type: none"> • Preparation CH1
Session 2	Introducing yourself -Pronouns (singular) -Regular and Irregular verbs (singular) -Numbers and Alphabet -Question words Hoe, Wat, Waar	<ul style="list-style-type: none"> • Consolidation CH1

Session	Content	Assignments
Session 3	Test CH1 (open book) Talk about your hobbies -Pronouns (plural) -Verbs (plural) -Inversion Vocabulary: -Daily activities -Numbers	<ul style="list-style-type: none"> Preparation CH2
Session 4	Hobbies and daily life -Pronouns (plural) -Verbs (plural) -Inversion	<ul style="list-style-type: none"> Consolidation CH2
Session 5	Test CH2 (open book) -Grocery shopping at the market -Grocery shopping vocabulary -Article	<ul style="list-style-type: none"> Preparation CH3
Session 6	Talk about Family -Describing people -Negation: geen -Conjunctions: en, maar, of, want -Adjectives	<ul style="list-style-type: none"> Consolidation CH3
Session 7	Test CH3 -Grocery Shopping -Days and months -Shopping -Prices -Products	<ul style="list-style-type: none"> Preparation CH5
Session 8	Course-related trip	
Session 9	Grocery Shopping -Objectforms (pronouns) -Negation (niet) -Diminutives	<ul style="list-style-type: none"> Consolidation CH5
Session 10	Test CH5 Daily activities -Tell time -Inversion -Modal verbs Vocabulary -Activities in and around the house -Days of the week	<ul style="list-style-type: none"> Preparation CH4

Session	Content	Assignments
Session 11	-Make an appointment -Modal verbs -Inversion -Propose a date/ accept or decline	<ul style="list-style-type: none"> Consolidation CH4 Prepare Language Exam #1
Session 12	Language Exam #1 Start Chapter 6 Public Transport -Book a trip -Ask for information	<ul style="list-style-type: none"> Preparation CH6
Session 13	Travelling, using public transport Grammar -imperative -prepositions -Negation: niet/geen Vocabulary -traveling words	<ul style="list-style-type: none"> Consolidation CH6
Session 14	Test CH6 -Talk about your house Grammar -'Er' -Comparative -Deze/die, dit/dat Vocabulary -Describe your house	<ul style="list-style-type: none"> Preparation CH7
Session 15	-deze/die, dit/dat Vocabulary -Describe your house -Prepositions -Liggen/zitten/staan/hangen	<ul style="list-style-type: none"> Consolidation CH7
Session 16	Test CH7 Talk about your last holiday -Present perfect simple tense -Verbs of transport	<ul style="list-style-type: none"> Preparation CH8
Session 17	Talk about your last holiday -Present perfect simple tense -Holiday activities	<ul style="list-style-type: none"> Consolidation CH8
Session 18	Test CH8 -Recap CH1 - 8	<ul style="list-style-type: none"> Recap 1-8

Session	Content	Assignments
Session 19	-Recap CH1 - 8	Prepare Final Language Exam, test on November 17th
Session 20	Course-related trip	
Session 21	Course-related trip	
Session 22	Final Language Exam Oral exams	
Session 23	Presentations Assignment #3	
Session 24	Presentations Assignment #3	

COURSE-RELATED TRIPS:

- TBA

REQUIRED COURSE MATERIALS:

- Start.nl By Katja Verbruggen en Welmoed Hoogvorst. ISBN: 978 90 469 05661
 - Can be obtained from the IES Centre on the first date of the course.