



## **GR 403 GERMAN LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD III**

IES Abroad Freiburg

### **DESCRIPTION:**

This course builds upon the skills introduced in the previous Emerging Competent Abroad level. Students who enter this course will have mastered the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication, as well as selected outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, and express their opinions, likes, and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wide variety of native speakers from different backgrounds.

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

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have partial mastery of these structures and often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:**

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

### **METHOD OF PRESENTATION:**

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

### **REQUIRED WORK AND FORM OF ASSESSMENT:**

Intensive:

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

Semester:

- Presentation - 10%
- Participation - 10%
- Homework - 10%
- 2 Essays (3 pages each) - 20%
- Midterm - 20%
- Final - 30%



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

#### **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:**

All IES Abroad (Freiburg) courses require attendance and participation. Attendance is mandatory per IES Abroad policy. 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 (3) 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. 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 Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor's note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student's responsibility to inform the professor



of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (except of students who have an excused absence).

#### **ACADEMIC INTEGRITY CODE:**

Regardless of the quality of work, plagiarism is punishable with a failing grade in the class. 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, and buying materials such as essays/exams.

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>

#### **CONSENT TO RECORDING**

Class discussions, both in the classroom and online, may be recorded to provide an educational resource for students in the class. Your instructor will inform you before recording starts. Reasonable requests from students to deactivate their cameras during recording will be considered by instructors. Class recordings will be kept on the Moodle class site and will only be available to students in the class. The recordings will no longer be available to students when the semester ends. Students are prohibited from recording classes or from distributing class recordings. Any recordings made will be used only for educational purposes within the class, unless explicit, written permission has been granted by the student.



# CONTENT:

| Week          | Content   | Assignments  | Corresponding Learning Outcome(s)   |
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|               | <b>INTENSIVE COURSE</b>   |  |   |
| <b>Week 1</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>Getting to know each other</li> <li>Getting to know Freiburg</li> <li>Everyday situations (Einkaufen/ Restaurant)</li> <li>How to write an E-Mail</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>Adjective declension</li> <li>Past tenses</li> <li>Passive voice</li> <li>Local prepositions</li> <li>Comparative and Superlative</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>Heimat</li> <li>History of the town</li> <li>Food and beverages</li> <li>Freiburg today</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>Heimat/ Fremde</li> <li>German eating habits</li> <li>Freiburg in the past and today</li> <li>Views of Germany in the past and now</li> <li>Stereotypes</li> </ol> | <p>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 shown in the following sections.</p> <p>Example Week 1:</p> <p>Different texts about Freiburg</p> <p>Writing: E-Mail</p> <p>Tagebuchprojekt – writing about your daily impressions in Freiburg (5*1 pages)</p> <p>Oral: Interviewing class mates in order to get to know each other</p> <p>Kurzreferat</p> <p>Wortschatzprotokoll</p> <p>Keeping check on your new vocabulary</p> | <p>I.A., I.B., I.C.,<br/>II.B.,<br/>III.B., III.C.,<br/>IV.A.,<br/>V.B.</p> |
| <b>Week 2</b> | Functional:   | Writing:   | I.A., I.B., I.C.,<br>II.B.,   |

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|               | <ol style="list-style-type: none"> <li>Talking about events and experiences</li> <li>Talking about the use of media/ free time</li> <li>Talking about your studies and plans</li> <li>How to write a formal letter</li> <li>Expressing attitude and opinion</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>Verbs with prepositions</li> <li>Prepositional pronouns</li> <li>Konjunktiv II (polite requests, desires/wishes)</li> <li>Connectors (overview)</li> <li>Noun-Verb-constellations I</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>Politics and media</li> <li>Economy and environment</li> <li>Free time activities</li> <li>School and University</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>Political election system</li> <li>Media in Deutschland</li> <li>Economic aspects of Freiburg</li> <li>Freiburg Green City</li> <li>Comparison of educational system: Germany versus US</li> <li>University of Freiburg</li> </ol> | <ul style="list-style-type: none"> <li>Tagebuchproject – writing about your daily impressions in Freiburg (5*1 pages)</li> <li>Formeller Brief</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>Kurzreferat</li> <li>Wortschatzprotokoll</li> <li>City as text</li> </ul> <p>Core-goal-setting-unit</p> <p>Final exam intensive course</p> | <p>III.B., III.C.,<br/>IV.A., IV.B.,<br/>V.B.</p>                                  |
|               | <b>SEMESTER COURSE</b>   |  |  |
| <b>Week 3</b> | <p>Functional:</p> <p>Grammatical:</p> <p>Vocabulary:</p> <p>Culture:</p> <ol style="list-style-type: none"> <li>Getting to know each other</li> </ol>   | <p>Writing: Landeskunde (Chapter I, Seite 7-19)</p> <p>Oral and Writing:</p> <ul style="list-style-type: none"> <li>Interviewing a new flatmate: What do you think about</li> </ul>  | <p>I.A., I.B., I.C.,<br/>II.A.,<br/>III.B., III.C.,<br/>IV.A., IV.B.,<br/>V.B.</p> |

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|               | <ol style="list-style-type: none"> <li>How to express opinion</li> <li>Talking about stereotypes <ol style="list-style-type: none"> <li>Connectors:<br/>einerseits - andererseits</li> <li>As needed</li> <li>Practical Vocab – free time</li> <li>Stereotypes</li> </ol> </li> </ol> <p>Finding out: What stereotypes do Germans have?</p>  | <p>___? – writing a reflection (moodle, 1 page)</p> <p>Related homework to the various grammar topics</p>   |  |
| <b>Week 4</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>How to express yourself more formally</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>Noun-Verb-constellations II: Entscheidungen treffen</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>As needed</li> <li>Noun-Verb-constellations</li> <li>People, nationalities, geography</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>General information about Germany (chapter I)</li> <li>Minorities in Germany</li> </ol> | <p>Reading:</p> <ul style="list-style-type: none"> <li>Landeskunde (Chapter I, S. 7-19)</li> </ul> <p>Related homework to the various grammar topics</p>  | <p>I.A.,<br/>II.A.,<br/>III.C., III.D.,<br/>IV.A., IV.B.,<br/>V.B.</p>   |
| <b>Week 5</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>How to speak informally with other students</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>Adjectives and adverbs with prepositions: stolz sein auf</li> </ol>  | <p>Writing: Dialogue between students (1 page)</p> <p>Listening: German dialects (moodle)</p> <p>Oral: Interviewing a flatmate about popular German dialects and presenting the answer in class</p> | <p>I.A., I.B., I.C.,<br/>II.A.,<br/>III.A., III.C., III.D.,<br/>V.B.</p> |

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|               | <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Adjectives and adverbs with prepositions</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Dialects</li> <li>2. Student language</li> <li>3. Finding out: Which dialects find Germans prestigious?</li> </ol>   |  |   |
| <b>Week 6</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to describe processes/historical events</li> <li>2. How to present</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Passive voice</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Related to history, nature, geography</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Differences between the Bundesländer</li> </ol> | <p>Reading: Landeskunde (Chapter II, S. 23-58)</p> <p>Oral:</p> <ul style="list-style-type: none"> <li>• Presentation – Bundesländer</li> <li>• Related homework to the various grammar topics</li> </ul> <p>CORE II</p> | <p>I.B., I.C.,<br/>II.A., II.B.,<br/>III.A., III.C.,<br/>IV.A., IV.B.</p>           |
| <b>Week 7</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to describe where people/things are</li> <li>2. How to present</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Local adverbs: rein, drinnen</li> </ol>  | <p>Reading: Landeskunde (Chapter II, S. 23-58)</p> <p>Oral: Presentation – Bundesländer</p> <p>Essay I (3 pages)</p>   | <p>I.B., I.C.,<br/>II.A., II.B.,<br/>III.A., III.C.,<br/>IV.A., IV.B.,<br/>V.C.</p> |

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|               | <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Verbs expressing locality: runterfallen, reingehen</li> <li>3. Related to history, nature, geography</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Differences between the Bundesländer (video)</li> </ol>   |   |  |
| <b>Week 8</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to speak more authentically in informal situations</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Modal particles: mal, eigentlich</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Colloquial vocabulary</li> <li>3. Student life</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Speaking "real" informal German Theater</li> </ol> | <p>Related homework to the various grammar topics</p> <p>Field study: Theater</p> <p>Midterm Exam</p>   | I.A., I.B.,<br>III.A.,<br>V.C.                                     |
| <b>Week 9</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to express irreality in the past</li> <li>2. How to narrate a story</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Konjunktiv II – past tense</li> </ol>  | <p>Reading: Landeskunde (Chapter III, S. 59-82)</p> <p>Oral: Interviewing two people about Freiburg's social situation – presenting the answers in class</p> <p>Writing: Creative text: a song (Moodle)</p> | I.C.,<br>II.A., II.B.,<br>III.A., III.C.,<br>IV.A., IV.B.,<br>V.C. |



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|                | <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Childhood, youth, family, history</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Germany – Soziale Aspekte</li> <li>2. Contrasting social aspects in Freiburg with other towns of Germany</li> </ol>   | <p>Listening: Two songs (Wise Guys, Die Kleingeldprinzessin)</p>   |  |
| <b>Week 10</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to narrate a story</li> <li>2. How to present (a famous person)</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Articles: der, die, das</li> </ol> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. As needed</li> <li>2. Literature, music, media</li> </ol> <p>Culture:</p> <ol style="list-style-type: none"> <li>1. Germany – Kulturelle Aspekte</li> </ol> | <p>Reading: Landeskunde (Chapter V, S. 109-134)</p> <p>Oral: Presenting a well known author, actor</p> <p>Related homework to the various grammar topics</p> | <p>II.B., III.B., III.C., IV.C.</p>  |
| <b>Week 11</b> | <p>Functional:</p> <ol style="list-style-type: none"> <li>1. How to quote without quotation marks</li> </ol> <p>Grammatical:</p> <ol style="list-style-type: none"> <li>1. Indirect speech – Konjunktiv I</li> <li>2. <i>Er sagt, sie sei sehr groß</i></li> </ol> <p>Vocabulary:</p>   | <p>Writing: Creative newspaper article (moodle, 1 page)</p> <p>Related homework to the various grammar topics</p>  | <p>I.A., I.B., I.C., II.A., II.B., III.A., III.D., IV.A., IV.B., V.A. V.C.</p> |

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|                | <p>1. As needed</p> <p>Culture</p> <p>1. Finding out: What do people in Freiburg think about media, literature?</p>  |   |   |
| <b>Week 12</b> | <p>Functional</p> <p>1. How to express yourself with more complex structures</p> <p>Grammatical:</p> <p>1. Pronominaladverbien: da(r) + Präp.<br/>2. <i>Ich freue mich darüber, dass</i></p> <p>Vocabulary:</p> <p>1. As needed<br/>2. Verbs with prepositions</p> | <p>Oral Presentation: What do people in Freiburg think about media, literature?</p> <p>Related homework to the various grammar topics</p> <p>Essay II (3 pages)</p> | <p>I.A., I.B., I.C.,<br/>II.A., II.B., III.A.,<br/>IV.A., IV.B.,<br/>V.A., V.C.</p> |
| <b>Week 13</b> | <p>Functional:</p> <p>1. NA</p> <p>Grammatical:</p> <p>1. Revision</p> <p>Vocabulary:</p> <p>1. Revision</p> <p>Culture:</p> <p>1. German Breakfast / Course wrap-up, talk about your experience</p>   | <b>Final</b>  | <p>III.A., III.B.,<br/>V.A., V.C.</p>   |

#### REQUIRED READINGS:

- Newspaper and magazine articles, periodicals, selections of short literary and scientific texts; Handouts for GR 403



- The book *"Landeskunde Deutschland – Von der Wende bis heute"* by Renate Luscher serves as students' main reading source.

**RECOMMENDED READINGS:**

- Exercises on Moodle Page