

## GR401 Language in Context: Emerging Competent Abroad I IES Abroad Berlin Program Syllabus

**DESCRIPTION:** Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. 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 only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Students at this level begin to understand some local cultural attitudes, values, beliefs, and behavior patterns. However, there will be numerous gaps and inconsistencies in their knowledge, and they lack 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

**LANGUAGE OF INSTRUCTION:** German

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

**METHOD OF PRESENTATION:**

- Homework and Participation
- Essays
- Moodle
- Field Studies

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- 20% Midterm
- 30% Final
- 50% Participation, homework, presentations, Moodle, field studies

**REQUIRED COURSE MATERIALS:** Grammar book with all relevant subjects for the course.

**RECOMMENDED READINGS:** Koithan et.al, Aspekte, Lehrbuch 1, Langenscheidt, 2007.

**LEARNING OUTCOMES:** By the end of the course, students will be able to achieve some of 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:

### I. Intercultural Communication

- A. Students will begin to identify 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.
- B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with those of the host cultures.
- C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those nonverbal actions into their interactions with native speakers.

#### II. Listening

- A. Students will be able to understand some 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.
- B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

#### III. Speaking

- A. Students will be able to speak on and discuss concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- B. Students will be able to participate and respond actively in a variety of interactions.
- C. Students will be able to give short presentations on topics related to the host culture.

#### IV. Reading

- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
- B. Students will begin to read and understand the key ideas of academic texts on familiar topics with assistance.

#### V. Writing

- A. Students will be able to meet many everyday writing needs (notes, text messages, formal and informal letters, emails, chats, online forums).
- B. Students will be able to write essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

**ATTENDANCE POLICY:** Attendance and punctuality at all IES Abroad courses, including field studies and excursions, is necessary and mandatory. Students are responsible for signing the attendance sheet in each class, and for clearing absences with their professors.

Absences can only be excused for valid reasons. Students are responsible for producing documentation of these reasons if necessary (i.e. a doctor's note). Absences for travel or visits of friends or family members are not excused. Unexcused absences affect students' grades: an unexcused absence leads to a deduction of 3% of the overall grade and may negatively affect the participation grade. Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion.

Students who miss 25% or more of class sessions will receive a final grade of "F" for the course. Missed tests cannot be taken at another point in time except in case of documented illness. Students who are late for exams have no right to take extra time. If you are granted an excused absence from an examination (with authorization, as above), your instructor and center director will decide how you will make up the assessment component (by make-up examination or extra coursework). Late submission of term papers and other work is not accepted unless an extension due to illness or an emergency is approved.

**ACADEMIC INTEGRITY:** Students are expected to abide by the IES Abroad Academic Integrity Code. Assigned papers need to be properly and amply footnoted where appropriate, with all sources attributed. Poorly written and grammatically sloppy papers will be judged more severely.

**CONTENT:**

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1	<p>German Language and Culture Week</p> <ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Introducing yourself</li> <li>- German for everyday use: typical phrases to get along</li> <li>- German small talk</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Past tense</li> <li>- Coordinating conjunctions</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- Places and activities in the city</li> <li>- Key data to Potsdam and Frederick the Great</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- City search</li> <li>- Visiting a museum, exhibition or similar in Berlin</li> </ul> </li> </ol>	<p>Interviewing classmates and teacher or staff</p> <p>Reading articles about Potsdam and Berlin</p> <p>Preparation for the field trip to Potsdam</p> <p>Evaluation of City Search</p> <p>Group presentation in Potsdam</p>	<p>I.A., II.A., III.A., IV.A., V.B.</p>
Week 2	<ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Talking about activities and preferences</li> <li>- Talking about cities and sights</li> <li>- Developing phonetic competence</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Review of cases</li> <li>- Time-manner-place</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- Free-time activities</li> <li>- Happy life</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- German literature</li> <li>- Field trip to Dresden</li> </ul> </li> </ol>	<p>Making plans and arrangements</p> <p>Writing a portrait using adverbs</p> <p>Reading in roles: expressing a dramatic atmosphere</p> <p>Collecting information about Dresden</p>	<p>I.A., III.A., IV.A., V.A.</p>

<p>Week 3</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>- Talking about experiences, impressions and plan</li> <li>- Stating an opinion, coming to an understanding</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>- Review: Local prepositions</li> <li>- Position and direction verbs</li> <li>- Passive Voice (s.p.)</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>- Travel</li> <li>- Countries and nationalities</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>- Traveling in Europe</li> </ul>	<p>Describing places and reasons for traveling</p> <p>Combine/sum up to main points</p> <p>Moodle: Making a glossary</p> <p>Interviewing host</p>	<p>II.A., III.A., IV.A., IV.B., V.B.</p>
<p>Week 4</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>- Talking about housing situation</li> <li>- Describing districts in Berlin</li> <li>- Listening comprehension about living situation of German people</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>- Verbs with prepositions</li> <li>- Da-/wo- compounds</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>- Different living styles</li> <li>- Vocabulary related to housing situation</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>- Housing in Germany and the US</li> <li>- Food culture</li> </ul>	<p>Presenting students' neighborhood</p> <p>Writing summary of impressions of the city</p> <p>Making a (street) questionnaire</p>	<p>I.A., II.B., III.A., III.C.</p>

Week 5	<ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Talking about daily headlines</li> <li>- Stating pro and contra</li> <li>- How to agree, disagree and to share opinions</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Modal verb "sollen" in subjective using</li> <li>- N- Declination</li> <li>- Review for midterm exam</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- Media culture</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- German media culture</li> </ul> </li> </ol>	<p>Moodle: working on glossary</p> <p>Listening exercises on local politics and current affairs</p> <p>Describing various newspapers</p> <p>Role-play: advertising for a local project</p>	I.B., II.A., II.B., III.B., IV.A., V.B.
Week 6	Midterm	Midterm	
Week 7	<ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Talking about experiences</li> <li>- Talking about differences</li> <li>- Expressing impressions and opinions</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Comparative, superlative</li> <li>- Meaning of non-separable prefixes in verbs</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- Character traits</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- Colloquial speech/ spoken language and slang</li> <li>- German proverbs and interjections</li> <li>- German and American traits</li> </ul> </li> </ol>	<p>Role-play: importance of learning languages</p> <p>Collecting examples for various speeches</p> <p>Writing: contrasting German and American people and edit with classmates</p>	I.B., I.C., II.B., III.B., IV.A.

<p>Week 8</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>- Talking about culture (film, music, art)</li> <li>- Giving recommendations</li> <li>- Comprehending structures of film dialogues, and lyrics</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Declension of adjectives</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>- Vocabulary related to culture</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>- German film: tba</li> <li>- German music/art</li> </ul>	<p>Suggesting art events to friends</p> <p>Explaining a story/plot</p> <p>Reading about a German filmmaker</p>	<p>I.B., II.A., V.B., V.C., IV.B.</p>
<p>Week 9</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>- Talking about studies or job applications</li> <li>- How to give a presentation</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>- Subordinating conjunctions</li> <li>- Prepositions of Genitive</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>- Job and profession</li> <li>- College and university</li> <li>- Job-related adjectives</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>- German and American working conditions</li> </ul>	<p>Describing working experiences</p> <p>Analyzing statistical information about the job market (Berlin/Germany)</p> <p>Moodle: glossary</p>	<p>I.A., I.B., II.B., III.A., IV.A., IV.B.</p>

Week 10	<ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Talking about protection of physical and mental health</li> <li>- Talking about public facilities and services</li> <li>- Talking about experiences</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Subjunctive II: Advice</li> <li>- Subjunctive II: Conditional phrases (present and past with modal verb)</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- The human body</li> <li>- Health problems</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- German and American health systems</li> <li>- Kinds of humor</li> </ul> </li> </ol>	<p>Interviewing classmates: "What if..."</p> <p>Role-play: at the doctor's</p> <p>Giving instructions and telling short funny stories</p>	I.A., I.B., II.A., III.A.
Week 11	<ol style="list-style-type: none"> <li>1. Functional: <ul style="list-style-type: none"> <li>- Review for final exam</li> </ul> </li> <li>2. Grammatical: <ul style="list-style-type: none"> <li>- Review for final exam</li> </ul> </li> <li>3. Vocabulary: <ul style="list-style-type: none"> <li>- Review for final exam</li> </ul> </li> <li>4. Culture: <ul style="list-style-type: none"> <li>- Review for final exam</li> </ul> </li> </ol>	Review for final exam	
Week 12	Final	Final	

**Subject to changes depending on level and progress of class.**

**REQUIRED READINGS:** Grammar book with all relevant subjects for the course.

**RECOMMENDED READINGS:** Koithan et.al, Aspekte, Lehrbuch 1, Langenscheidt, 2007.