



GR 351 GERMAN LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD II
IES Abroad Berlin

DESCRIPTION: Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous, and self-reliant as they solve problems, interpret texts, negotiate, and express their opinions, likes, and dislikes in the culture. Although students will make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang, and will begin 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: 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.

METHOD OF PRESENTATION:

- Reading and listening comprehension
- Participation in class discussions
- Small group work
- Partner work
- Interviews
- Short presentations
- Individual studies
- Internet research
- Homework (mainly written)
- Essays

REQUIRED COURSE MATERIALS: Aspekte neu B1Plus, Lehr- und Arbeitsbuch mit Audio-CD, Teil 2, Ute Koithan, Helen Schmitz et.al., Klett-Langenscheidt-Verlag München, 2014
ISBN: 978-3-12-605019-7

Handouts provided by the instructor according to the students' needs

RECOMMENDED MATERIALS:

A. Hering, M. Matussek, M. Perlmann-Balme, em-Übungsgrammatik, Hueber Verlag, München
Tageszeitungen, Zeitschriften

REQUIRED WORK AND FORM OF ASSESSMENT:

Regular attendance and participation in class work, regular assignments, tests and quizzes, final exam.

Grading:

30% Oral participation

25% Written homework and composition assignments



20% Tests and quizzes
25% Final exam

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 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:

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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)
<p>Week 1</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> • Talking about personal identity • Biography • Reading a poem: "partizip perfekt" Rudolf Otto Wiemer • German for everyday use • Talking about Berlin: orientation in the city, the public transportation system, talking about different districts in Berlin <p>2. Grammatical:</p> <ul style="list-style-type: none"> • Past participles of irregular verbs • The simple past tense • Irregular verbs in the simple past <p>3. Vocabulary:</p> <ul style="list-style-type: none"> • Biography • German phrases used in everyday language • Berlin Dialect (lyrics of the song "Görli, Görli") <p>4. Culture:</p> <ul style="list-style-type: none"> • Berlin as a place for young and international people <p>personal observations on everyday life and current events in the host culture</p>	<p>Interviewing class mates in order to get to know each other and the teacher</p> <p>Writing a poem for a famous person adapting the form of Wiemer's "partizip perfekt"</p> <p>Listening to a song: "Görli, Görli" P.R. Kantate</p> <p>field study: exploring the city of Berlin and finding the theme/motive for the photo-project: "Mein Berlin" (taking just one picture in Berlin that represents my idea of Berlin)</p> <p>1st essay writing: description of "Mein Berlin" photo</p>	<p>I A, C</p> <p>II A</p> <p>III A</p> <p>IV A</p> <p>V A, B</p>
<p>Week 2</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> • Asking for information • Training of reading comprehension • Describing a picture: talking about objective facts in a picture and subjective 	<p>Interview about weekend activities</p> <p>Oral presentation of the outdoor photo-project: "Mein Berlin"</p>	<p>I A, B, C</p> <p>II A</p> <p>III A, B, C</p> <p>IV A</p>

	<p>impressions gained from a picture</p> <ul style="list-style-type: none"> Talking about future expectations/wishes in the job career Developing a business idea <p>2. Grammatical:</p> <ul style="list-style-type: none"> Refreshing present perfect tense with "haben" and "sein" Past perfect tense, sentences with "nachdem" Introduction to passive voice in the past tense (part I) Future time – present tense <p>3. Vocabulary:</p> <ul style="list-style-type: none"> Weekend activities Expressions of time: dates and periods of time to name historical events Phrases to describe a picture Job career Advertising <p>4. Culture:</p> <ul style="list-style-type: none"> Berlin - Life in a formerly divided city / The Berlin Wall personal observations on everyday life and current events in the host culture 	<p>Reading a text with historical facts about the division of Germany and Berlin</p> <p>Describing a picture taken in 1961 when the Berlin Wall was built</p> <p>field study: Visit of The Berlin Wall Memorial in Bernauer Straße</p> <p>2nd essay writing: Report about the visit of The Berlin Wall Memorial</p> <p>Taking notes while listening to a survey on job expectations</p> <p>Project: The AIDA principle - thinking of a new business idea and creating a flyer</p>	<p>V A, B, C</p>
<p>Week 3</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> Understanding tips for a job application Writing a picture story Listening comprehension Pro and contra debate: finding a partner via internet <p>2. Grammatical:</p> <ul style="list-style-type: none"> Verbs with prepositions (sich erinnern an, suchen nach) 	<p>Reading an article in a journal</p> <p>Creative writing: a picture (love)story "For good and all"</p> <p>Listening to a radio feature about different ways of life</p> <p>Reading: The perfect partner from the internet?</p> <p>Reading a short story: W. Kaminer "Das Multihaus"</p>	<p>I A, B, C</p> <p>II A, B</p> <p>III A, B</p> <p>IV A, B</p> <p>V A, B, C</p>

	<ul style="list-style-type: none"> • Pronominal adverbs (da-, wo-compounds) • Reflexive verbs • The relative clause (part I) <p>3. Vocabulary:</p> <ul style="list-style-type: none"> • job application • partner relationship • words describing character traits • phrases for pro & contra debates • reading literature <p>4. Culture:</p> <ul style="list-style-type: none"> • Berlin - the so called "capital of singles" • personal observations on everyday life and current events in the host culture 	<p>1st Test on Friday</p>	
<p>Week 4</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> • Understanding parts of a novel • Giving an opinion on a novel • Writing the possible end of a novel • Listening to a song • Describing a product and using paraphrases <p>2. Grammatical:</p> <ul style="list-style-type: none"> • The relative clause (part II) • Final clause (damit, um ... zu, part I) <p>3. Vocabulary:</p> <ul style="list-style-type: none"> • Reading literature • lyrics of the song "Supermarkt" by Christina Stürmer • consumer words <p>4. Culture:</p> <ul style="list-style-type: none"> • Song: Christina Stürmer "Supermarkt" • personal observations on everyday life and current events in the host culture 	<p>Reading parts of an E-mail novel: D. Glattauer "Gut gegen Nordwind"</p> <p>Creative writing (3rd essay): Write the (happy) end of the e-mail novel.</p>	<p>I A, B, C</p> <p>II A</p> <p>III A, B</p> <p>IV A</p> <p>V A, B</p>

	Cours-related trip to Prague (Thur - Sun)		
Week 5	<p>1. Functional:</p> <ul style="list-style-type: none"> • Reporting on the field trip • Listening comprehension • Stating an opinion, reporting • Talking about a short movie • Talking about travel experiences in the past <p>2. Grammatical:</p> <ul style="list-style-type: none"> • Final clause (part II) • Subjunctive II - present and past tense <p>3. Vocabulary:</p> <ul style="list-style-type: none"> • consumption • travelling abroad/around the world • travelling utensils <p>4. Culture:</p> <ul style="list-style-type: none"> • Film: Generation Konsum? • personal observations on everyday life and current events in the host culture 	<p>Listening to a talk show: discussion about the consumer society</p> <p>Discussion about the short film: Generation Konsum?</p> <p>Speaking: A journey to the dessert (language game)</p> <p>Listening to a radio feature about a trip around the world</p>	<p>I A, B, C</p> <p>II A, B</p> <p>III A, B, C</p> <p>IV A</p> <p>V A</p>
Week 6	<p>1. Functional:</p> <ul style="list-style-type: none"> • Reading a short story • Training listening comprehension • Expressing agreement and disagreement • Training reading comprehension • stating an opinion, reporting • Talking about a short movie <p>2. Grammatical:</p> <ul style="list-style-type: none"> • The temporal clause • Temporal prepositions • The passive voice - all tenses (part II) • Refreshing local prepositions <p>3. Vocabulary:</p>	<p>2nd Test on Monday</p> <p>Reading: H. Böll "Anekdote zur Senkung der Arbeitsmoral"</p> <p>Listening: Not an usual vacation - Interview with a work-camp participant</p> <p>Reading a text about environmental policy in Germany</p> <p>Comparing aspects of environmental policy between Germany and the USA/other countries</p> <p>Reading an article: Singles as an environmental problem</p> <p>Role play-Talk show: How should we treat animals?</p>	<p>I A, B, C</p> <p>II A, B</p> <p>III A, B, C</p> <p>IV A, B</p> <p>V A</p>

	<ul style="list-style-type: none"> • Reading literature • Environmental phrases • Words of comparison • Animals • Idioms containing animal expressions <p>4. Culture:</p> <ul style="list-style-type: none"> • Environmental policy in Germany • Film: Wildtiere in Berlin • personal observations on everyday life and current events in the host culture 	<p>Discussion about the short film: Wildtiere in Berlin</p>	
<p>Week 7</p>	<p>1.Functional:</p> <ul style="list-style-type: none"> • Review for final exam <p>Final exam: Listening and reading comprehension, Grammar + Vocabulary</p>		