



**GR 403 GERMAN LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD III**  
IES Abroad Vienna

**DESCRIPTION:**

Review of special grammatical points. Extensive oral work in conjunction with reading and writing, exercises focusing on literary texts, news articles, films, daily life and culture in Austria. Enhancement of student's communicative abilities.

**Student Profile:**

Students who enter this course will already be capable of achieving the outcomes of the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural

Communication. Students who take this level should already be familiar with most of the complex structures and linguistic functions that will be covered. They should not be surprised, however, to find that they will need to review these aspects of the language to develop greater fluency and more sensitivity to subtle and underlying linguistic and cultural meanings. Students entering this level can succeed in a wide range of university courses designed for native speakers, provided they have met any prerequisites. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will be fully able to meet the demands of living and working in the host culture. They will be able to communicate accurately, vividly, and expressively with their hosts on most topics. Students who succeed in this course will be able to function in a professional setting and to undertake further personal or professional projects in the host culture. Students will be able to understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make informed choices about which cultural features he or she would like to adopt or needs to adopt in order to live harmoniously in the local culture.

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF PRESENTATION:** German

**PREREQUISITES:** Proficiency at a level equivalent to the outcomes mastered through IES Abroad's GR401, as determined by placement test.

**METHOD OF PRESENTATION:**

Three-week intensive period followed by eleven week regular semester period

- Oral and written exercises based on classroom materials
- Excursions (cafés, museums, exhibits, places of cultural interest)

**REQUIRED WORK AND FORM OF ASSESSMENT:**

Regular attendance and participation in class work, regular assignments, essay-rewrites, oral presentations, classroom discussions, quizzes, end-of-intensive final exam, midterm exam, comprehensive final exam. Tests (listening, speaking, reading, writing, intercultural communication)

- Oral work and class performance/participation - 40%
- Homework (essays, readings, vocabulary etc.) - 10%
- Tests and quizzes - 25 %
- Final semester exam - 25%

**LEARNING OUTCOMES:**

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

- Correct and appropriate use of new vocabulary, occasional minor slips but no significant errors
- Communicate ideas coherently with a good command of idiomatic expressions and colloquialisms



- Select an appropriate formulation from a broad range of language to express him/herself clearly without having to restrict what he/she wants to say
- Maintain a high degree of grammatical accuracy, errors should be rare and difficult to spot
- Understand long and complex factual and literary texts without significant effort
- Understand TV programs, news broadcast and movies without much effort
- Understand a range of colloquial expressions and some relevant dialect expressions
- Write clear, well-structured texts of complex subjects, supporting points of view at some length
- Write in different formats, e.g. letter, report, summary, newspaper article, short poems of various format, essay in a variety of styles
- Understand similarities and differences of some aspects of Austrian/German and US-culture

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 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 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.
- B) Students will be able to analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with the host cultures.
- C) Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- D) Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- A) Students will be able to identify a wide range of social and cultural dialects of the spoken language.
- B) 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.).

III. Speaking

- A) 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.
- B) Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
- C) Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar. Students will be able to understand different levels of formality.

IV. Reading

- A) 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.
- B) Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with little assistance.
- C) Students will take responsibility for the selection of their reading materials based on their own interests.

V. Writing

- A) Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
- B) Students will be able to write essays for classes incorporating aspects of appropriate academic style with little assistance.
- C) Students will be able to use a variety of written styles with notable accuracy.

**CONTENT:**

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Intensive</b>			
<b>Week 1</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Talking about personal identity</li> <li>• Useful class language and phrases</li> <li>• Breakfast specialties</li> <li>• Kap. 8 Du bist, was du bist</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Review Interrogatives</li> <li>• Word order complex sentences</li> <li>• Conjunctions</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Specific foods and drinks: breakfast, Heuriger, Most, Sturm</li> <li>• Provinces of Austria, characteristics</li> <li>• Cliché, stereotype, prejudice</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Historic component</li> <li>• Austria and neighboring countries</li> <li>• Roman roots</li> <li>• H. Weigel: the Austrian mind</li> <li>• Legends related to Viennese and Austrian, German culture.</li> <li>• Hofbauer, Buchinger, Waldschuetz: Zahnweh, Tod und Teufel</li> <li>• Current news media reports</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing classmates in order to get to know each other</li> <li>• Asking about motivation for studying in Austria</li> <li>• Field study: shopping at various open air markets in Vienna</li> <li>• Presentation: open air markets in Vienna</li> <li>• Essay: expectations of cultural experience</li> </ul>	<p>I.A., I.B., II.A., III.A.,III.B.,III.C IV.A.,IV.B. V.A.</p>
<b>Week 2</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Painting and style 1900</li> <li>• Schiele, Klimt</li> <li>• Describing paintings</li> <li>• Kap 9 die schöne Welt der Künste</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Part I, Part II</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation: Austrian celebrities</li> <li>• Austrian world famous companies</li> <li>• Field study: museum visit Klimt</li> <li>• Essay: favorite painting</li> </ul>	<p>I.C.,I.D. II.B. III.B. IV. A.,IV.B. V.B.</p>

	<ul style="list-style-type: none"> <li>• Part as Adj.</li> <li>• Part as noun</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Painting and paintings</li> <li>• Material and style</li> <li>• Geometric.shapes</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• 100 yrs commemoration death G.Klimt</li> <li>• Proverbs Part I Part II</li> <li>• Traditional coffeehouses in Vienna</li> <li>• current news media reports</li> <li>• Austropop</li> </ul>		
<b>Week 3</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap 8 Interesse. an der Psychologie</li> <li>• Express opinion</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Subjective usage</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>• Redemittel Vortrag Kap 8 Mod2</li> <li>• FrI. Else</li> <li>• Das weiße Band</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• 100 years commemoration death A. Schnitzler</li> <li>• Das weiße Band</li> <li>• Current news media reports</li> </ul>	<ul style="list-style-type: none"> <li>• Schnitzler: FrI Else</li> <li>• Questions on reading content &amp; characters</li> <li>• Group discussion on reading</li> <li>• Field study: café inVienna</li> <li>• Haneke: Das weiße Band</li> <li>• Essay: Society 1900</li> <li>• Inner monologue</li> <li>• Intensive Final Exam</li> </ul>	<p>I.C., I.D. II.A.,II.B. III.C.,III.D IV.A.,IV.B V.B</p>
<b>Semester</b>			
<b>Week 1</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Schnitzler FrI. Else</li> <li>• Innerer Monolog style</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Special grammar: Innerer Monolog</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Kap. 7:phrases</li> <li>• Talking about content,</li> <li>• Cocab FrI. Else</li> </ul> <p>4. Culture:</p>	<ul style="list-style-type: none"> <li>• Vocab FrI. Else</li> <li>• Read FrI. Else</li> <li>• Schnitzler biography</li> <li>• Questions on the text</li> <li>• Study book review phrases</li> <li>• Essay: Innerer Monolog</li> </ul>	<p>I.A. II. A., III.A.,B.,C., IV.A.,B.,C., V.B.</p>

	<ul style="list-style-type: none"> <li>Current book review and recommendation of literature</li> </ul>		
<b>Week 2</b>	<ol style="list-style-type: none"> <li>Functional: <ul style="list-style-type: none"> <li>Kap. 10 Erinnerungen, Mod 1+2+3</li> </ul> </li> <li>Grammatical: <ul style="list-style-type: none"> <li>Partizipialgruppen</li> <li>Futur I+II</li> </ul> </li> <li>Vocabulary: <ul style="list-style-type: none"> <li>Vermutungen ausdrücken</li> <li>Wichtigkeit/Unwichtigkeit</li> <li>Ausdrücken</li> </ul> </li> <li>Culture: <ul style="list-style-type: none"> <li>Die Ärzte Lass sie reden</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Vocab Kap 10 Mod 1</li> <li>Grammar exercises</li> <li>Read texts Mod 1+3</li> <li>Essay: Blogeintrag Wichtigkeit/Unwichtigkeit</li> </ul>	I.A., B., II.B., III.A. IV.A., V.A.,B.
<b>Week 3</b>	<ol style="list-style-type: none"> <li>Functional: <ul style="list-style-type: none"> <li>Kap. 6 Mod 1+3 Gesund und munter</li> </ul> </li> <li>Grammatical: <ul style="list-style-type: none"> <li>mask. n-declension</li> <li>review passive voice</li> <li>review infinitive constructions</li> </ul> </li> <li>Vocabulary: <ul style="list-style-type: none"> <li>Kap 6, relevant vocab health, allergies</li> </ul> </li> <li>Culture: <ul style="list-style-type: none"> <li>Dt. Hausmittel</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Vocab Kap 6 Mod 1+3</li> <li>Grammar exercises</li> <li>Presentation: allergies, home remedies</li> <li>Essay: Rolle d. Staates u d. Einzelnen in Bezug auf Gesundheit des Bürgers</li> </ul>	I.A II.B., III.A., IV.A. V.A
<b>Week 4</b>	<ol style="list-style-type: none"> <li>Functional: <ul style="list-style-type: none"> <li>Kap. 6 Mod 2 Der Eva-Faktor</li> </ul> </li> <li>Grammatical: <ul style="list-style-type: none"> <li>Passive/ Zustandspassiv Präsens</li> </ul> </li> <li>Vocabulary: <ul style="list-style-type: none"> <li>Cooking vocab, Mod 2</li> </ul> </li> <li>Culture: <ul style="list-style-type: none"> <li>Austrian cooking</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Vocab Kap 6 Mod 2</li> <li>Read and analyze text</li> <li>Grammar exercises</li> <li>Discussion: differences of food/medicine for men &amp; women</li> <li>Essay: 1. Recipe food 2. Recipe Entspannung</li> </ul>	I.A. II.B., III.A., IV.A., V.A.
<b>Week 5</b>	<ol style="list-style-type: none"> <li>Functional: <ul style="list-style-type: none"> <li>Kap. 7 Mod 1 Recht so!</li> </ul> </li> <li>Grammatical: <ul style="list-style-type: none"> <li>Passiversatz</li> <li>Präpo+Genitiv</li> <li>Präpo+Dativ</li> </ul> </li> <li>Vocabulary: <ul style="list-style-type: none"> <li>Kap 7 Mod 1</li> <li>Wendungen mit Genitiv</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Vocab –bar –lich – abel</li> <li>Kap. 7 Mod 1-4</li> <li>Workbook Mod 1-2</li> <li>Workbook Recht so!</li> <li>Presentation: Current newspaper article on crime</li> <li>Essay: typ. Jugendkriminalität</li> </ul>	I. B., II. B. III.B.,C.,D., IV.B., V.B.

	<p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Current newspaper article</li> </ul>		
<b>Week 6</b>	Midterm Week	<ul style="list-style-type: none"> <li>• <b>Midterm</b></li> </ul>	
<b>Week 7</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Dürrenmatt Der Richter u sein</li> <li>• Henker</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Präpo+Genitiv</li> <li>• Präpo+Dativ</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Wh. Redemittel Wichtigkeit/ Unwichtigkeit ausdrücken</li> <li>• Der Richter u sein Henker</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Swiss Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Read Der Richter u sein Henker</li> <li>• Bio Dürrenmatt</li> <li>• Answer questions on text p74-84</li> <li>• Chapter presentation</li> <li>• Prepare group discussion topics</li> </ul>	<p>II.A.,B., III.B., IV.B.,C., V.B</p>
<b>Week 8</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap. 9 Die schöne Welt der Künste</li> <li>• Lyrik</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• sep/insep prefixes</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• poems</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Th. Fontane Ribbeck</li> <li>• Fried Fügungen</li> <li>• Goethe Meeresstille</li> <li>• E. Mörike Septembermorgen</li> </ul>	<ul style="list-style-type: none"> <li>• Elfchen</li> <li>• Freie Verse</li> <li>• Vocab Ribbeck</li> <li>• Kap. 9 AB Die schöne Welt der Künste</li> <li>• Fontane Bio</li> <li>• Essay: comparison of 2 Fontane poems</li> </ul>	<p>I.A., IIA., IV.B.,C., V.B</p>
<b>Week 9</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap. 9</li> <li>• Reimformen</li> <li>• Versmaß</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Sep/insep verbs / complex</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Poems</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Experimentelle Gedichte:</li> <li>• E. Gomerger, E. Jandl</li> </ul>	<ul style="list-style-type: none"> <li>• Kap. 9</li> <li>• Grammar exercises</li> <li>• Discussion: G. Grass, Was gesagt werden muss</li> <li>• Die Presse: Ein Dichter ist einer, der dichtet</li> <li>• Essay: Ein Dichter ist einer, der dichtet</li> </ul>	<p>I.A., III.A.,B., IV.B.,C., V.A.,B.</p>
<b>Week 10</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap. 2 Mod 4</li> </ul>	<ul style="list-style-type: none"> <li>• Kap 2 Mod 4</li> <li>• Grammar exercises</li> </ul>	<p>I.B., II.A.,B.,</p>

	<p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Subjunctive II</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vorschläge machen/</li> <li>• Ablehnen/Gegenvorschlag/</li> <li>• Zustimmung/zu Entscheidung</li> <li>• Kommen</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Kästner Entwicklg d Menschheit</li> <li>• W. Busch Max u Moritz</li> </ul>	<ul style="list-style-type: none"> <li>• Essay: 1.giving advice</li> <li>• 2. Wenn ich könnte,wie ich wollte...</li> </ul>	<p>III.C., IV.B., V.A.</p>
<b>Week 11</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap. 2 Mod 4 Soft Skills</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• was, wo(r)+Präpo, weshalb/weswegen</li> <li>• weiterführende Nebensätze</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mod 3/4</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Current newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• Cocab Mod 4</li> <li>• Grammar exercises</li> <li>• Read+ summarize text Multitasking</li> <li>• Essay: eigene Kompetenzen</li> <li>• Soft Skills für Bewerbung</li> </ul>	<p>II.B., III.A., IV.A., V.A.,</p>
<b>Week 12</b>	<p>1. Functional:</p> <ul style="list-style-type: none"> <li>• Kap. 3 Mod 1 Ständige Erreichbarkeit</li> </ul> <p>2. Grammatical:</p> <ul style="list-style-type: none"> <li>• Subj I + diff. forms of quoting so: preposit. express, subclause</li> </ul> <p>3. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Kap 3</li> </ul> <p>4. Culture:</p> <ul style="list-style-type: none"> <li>• Die Fälscher</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar exercises</li> <li>• Prep. for group discussion movie</li> <li>• Essay: summary of news article and diff. forms of quoting</li> <li>• Final essay:</li> <li>• Die Fälscher</li> <li>• FINAL</li> </ul>	<p>I.B., II.B., III.B., IV.A., V.A</p>

**REQUIRED READING:**

All material available at IES Vienna

- Aspekte. Mittelstufe Deutsch. Niveau C1. Lehr- und Arbeitsbuch 3. Langenscheidt, Berlin und München 2010
- Sparks, Kimberly, and Van Horn Vail. German in Review. New York: Harcourt Brace Jovanovich, 1986.
- Grammar and exercises in form of handouts; current newspapers; video and audio tapes