

Term: **Year:**
Dozentin:
Tel:
Email:
Sprechstunde:

Ziele

Dieser Kurs gibt Ihnen Möglichkeiten, Ihre sprachlichen sowohl als auch Ihre schriftlichen Deutschkenntnisse zu verbessern. Dieser Kurs macht Sie mit verschiedenen Lesestrategien bekannt, die Sie dann sofort beim Lesen anwenden können. Ein weiterer Fokus ist die gezielte Übung des Schreibens. Hier achten Sie darauf, einen akademischen Diskurs zu entwickeln, den Sie durch überzeugende Argumentation verstärken. Sie verfassen Aufsätze, schreiben wöchentliche Reaktionen, leiten Diskussionen, und stellen kleine Referate vor.

Text

Brigitte M. Turneure. *Der treffende Ausdruck. Texte, Themen, Übungen*. 2. ed., New York: W. W. Norton & Co., 1996.

Benotung

Teilnahme und Vorbereitung	20%
Referate	20%
Aufsätze (2)	20%
Zwischenprüfung	20%
Final	20%

Plagiarism

According to the Policies and Procedures Handbook of Drexel University using the ideas, data, or language of another without specific and proper acknowledgement constitutes plagiarism. If you are at all unsure about the appropriate form of acknowledgement in a particular situation, it is your responsibility to consult with the instructor to clarify any ambiguities. Plagiarism in any assignment will result in a failing grade for that assignment, and may result in further disciplinary action, which may include receiving a failing grade for the course. For more information, please go to:

<http://www.drexel.edu/studentlife/studenthandbook/Handbook05-06.pdf>

Teilnahme und Vorbereitung

Sie bereiten sich ausführlich für jede Stunde vor, kommen vorbereitet in die Klasse, gestalten und tragen zu produktiven Diskussionen bei, und reichen Ihre Aufsätze, Übungen, Reaktionen, und Referate pünktlich ein. In diesem Kurs stehen Grammatikerklärungen nicht im Mittelpunkt. Dennoch bietet *Der treffende Ausdruck* reichhaltige Grammatikübungen an. Ihre Hausaufgaben schließen somit ausgewählte Übungen ein, und geben Ihnen die Möglichkeit, ganz gezielt Ihren Ausdruck auf verschiedenen Ebenen (mündlich und schriftlich) zu verfeinern.

Aufsätze

Der Aufbau Ihrer schriftlichen Fähigkeiten ist eines der Hauptziele des Kurses. Sie schreiben zwei Aufsätze. Die Länge der Aufsätze wird von der Lehrkraft angegeben. Bitte achten Sie auf Kommentare zu Ihren Aufsätzen genau, denn dadurch können Sie Ihre schriftlichen Arbeiten präzise vorbereiten, auf Organisation, Stil und Ausdruck achten, und Grammatikpunkte bewusster anwenden. Sie reichen für jeden Aufsatz eine erste und zweite Fassung ein.

Referate

Da Sie sich in diesem Kurs auch auf Ihren mündlichen Ausdruck konzentrieren, bereiten Sie zwei Referate vor. Themen können mit der Lehrkraft festgelegt und besprochen werden. Wichtig ist, dass Sie ein Informationsblatt mit neuen Vokabeln und Aufgaben für Ihre Kommilitonen vorbereiten und dass Sie frei sprechen, ohne Ihr Referat zu lesen.

EXPECTED LEARNING OUTCOME

This course will provide students with an intermediate understanding of the German language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this German 311 course, which align with the ACTFL standards for language learners at the “Advanced” level. For more information on these metrics, please see the [ACTFL standards online](#).

Listening	Speaking	Reading	Writing
The student is able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic factors. The student can comprehend description and narration in different time frames and aspects; examples include interviews, short lectures on familiar topics, and	The student is able to satisfy the requirements of everyday situations and routine school and work requirements. The student can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. The student can narrate and describe with some details, linking sentences together smoothly. The student can communicate facts and talk casually about topics of current public and	The student is able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is mostly in familiar sentence patterns. The student can understand the main ideas and facts, while they miss some details. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical	The student is able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. The student can take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. The student has sufficient writing vocabulary to make expressions simply, while they

news items and reports primarily dealing with factual information. The listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.	personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech.	information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.	may still make errors in punctuation and spelling. The student's writing may resemble literal translations from the native language, but a sense of organization is emerging.
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At this point in your German language learning, you have begun to capture and fully understand not only the language but cultural knowledge as well. In this level of German language, you will fine-tune your communication skills and will be able to successfully maneuver through intercultural encounters in German. Your openness, knowledge, and adaptability at this point are fully developed, and you are aware of the most appropriate use of the German language in any context, allowing you to arrive at the level of full intercultural communication skills that you are expected to obtain in German 311.

Level 3 - Full Intercultural Communication Skills	
Overview Of Competence	The competency that I have developed consciously in previous levels has become intuitive. I am always prepared to deal with situations in which I will have to use my intercultural communication skills, and I have a large repertoire of strategies for dealing with differences in values and customs among members of intercultural groups. I not only accept that people have different views from my own and are entitled to them, but I am able to put myself in their place and can avoid behaviors that might be hurtful or offensive to them. At this level, I am able to intervene when difficulties arise in order to help members of the group understand each other.
Openness	<ol style="list-style-type: none"> 1) I know how to deal with ambiguous situations even when these give rise to inner moral conflicts that are serious for me. 2) I respect the rights of people of other cultures to have different values from my own, and I can see how these values make sense.
Knowledge	<ol style="list-style-type: none"> 1) I have a deep understanding of cultures that I encounter frequently. When I am involved in new intercultural situations, I strive to acquire knowledge and understanding of that culture through research and by seeking clarification from members of the cultural group. 2) I have established a system of principles that I can rely on to get me through almost any intercultural encounter. 3) I try to put myself in the place of those from different cultures when trying to understand all aspects of a problem. This reflects my concern that people of all cultures should always receive fair treatment and consideration.

Adaptability	<ol style="list-style-type: none"> 1) When ambiguous situations arise, I can usually make clarifications in order to benefit the group. 2) I use my knowledge to make tactful decisions and to support others in an intercultural group. I consistently adopt behavior that minimizes the possibility that I might offend someone. 3) I use my communication skills to prevent and mediate problems that arise from differences in language or culture. 4) I have a good understanding of the kinds of communicative difficulties that can arise in an intercultural context and I have a wide range of strategies for resolving them.
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COURSE REQUIREMENTS:

1) Drop policy:

Drexel University allows students to drop a course through the end of the sixth week of the term. This means that you will not be allowed to drop a course, even if you are failing, after the sixth week of the term. The number of times you have already been absent, the status of your lab hours and, above all, the result of your midterm testing and other evaluations (chapter tests, quizzes, homework) are your best guide to decide whether or not you should drop the course.

2) Attendance policy:

Since learning a foreign language is a participatory endeavor, attendance is mandatory at all class meetings. Students are allowed to miss **no more than four classes** during the term. Students who exceed the maximum number of allowable absences will find that their final grade will be adversely affected.

3) Final exam:

Please note: The scheduling of final exams is done by SAS on a University-wide basis. The final exam date **cannot** be changed and may not correlate to the class meeting time/days. **Final exam week runs Monday through Saturday. If you miss your final exam, your instructor is under no obligation to provide you an alternate time to make-up the exam.**

4) GRADING: A + : 98-100, A: 93-97, A - : 90-92; B + : 87-89, B: 83-86, B - : 80-82; C + : 77-79, C: 73-76, C - : 70-72; D + : 67-69, D: 63-66, D - : 60-62.

Disabilities:

Student with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, contact ODS at www.drexel.edu/ods, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, **215.895.1401** (V), or **215.895.2299** (TTY).

Attendance:

Attendance is mandatory. Students are allowed to miss **no more than four classes** during the term. Students who exceed the maximum number of allowable absences will not be scheduled for a final oral exam and consequently will fail the course.

Plagiarism:

Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words without acknowledgment of the source
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student’s essay test answers
- Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

Semesterplan

Woche 1	Willkommen, Einführung und Kennenlernen HA: Lesen Sie <i>How to use this book</i> , S. xviii und <i>Der Skorpion</i>
Woche 2	<i>Der Skorpion</i> : Redemittel; Leseverständnis; Diskussion HA: Grammatik A - C
Woche 3	Diskussion; Grammatik, Einführung zu den Reaktionen in Blackboard HA: Grammatik D - G
Woche 3	Sprache im Kontext HA: Das passende Wort B-D

Woche 4	Das passende Wort; Tipps zum Schreiben HA: Aufsatz 1; 350-450 Worte (1 Seite)
Woche 4	Einführung: <i>Anekdote zur Senkung der Arbeitsmoral</i> ; Grammatik; Aufsatz 1 erste Fassung fällig HA: <i>Anekdote zur Senkung der Arbeitsmoral</i> lesen
Woche 5	<i>Anekdote zur Senkung der Arbeitsmoral</i> ; Redemittel; Leseverständnis; Diskussion HA: Grammatik A - C; Aufsatz 1 zweite Fassung
Woche 5	Diskussion; Grammatik HA: Das passende Wort A – D
Woche 6	Sprache im Kontext; zweite Fassung fällig HA: Das passende Wort E - H
Woche 6	Einführung: <i>Das Fenster-Theater</i> ; Grammatik HA: <i>Das Fenster-Theater</i> lesen; Modalpartikel S. 57-58 lesen
Woche 7	<i>Das Fenster-Theater</i> : Redemittel; Leseverständnis; Diskussion HA: Grammatik A - D
Woche 7	Diskussion; Grammatik HA: Das passende Wort A - G; Aufsatz 2 (2 Seiten)
Woche 8	Sprache im Kontext; Einführung zum Spiegelartikel; Aufsatz 2 erste Fassung fällig HA: Spiegelartikel lesen

Woche 8	Leseverständnis und Diskussion HA: Wortschatzaufgabe; Aufsatz 2 zweite Fassung
Woche 9	Diskussion; Einführung <i>Das Experiment</i> ; zweite Fassung fällig HA: <i>Das Experiment</i> lesen
Woche 9	<i>Das Experiment</i> ; Redemittel; Leseverständnis; Diskussion HA: Grammatik B - D
Woche 10	Diskussion; Grammatik HA: Das passende Wort A - F

Woche 10	Wiederholung
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