

Drexel University
[Modern Languages Homepage](#)
Deutsch 312

Dozentin:
Tel:
Email:
Sprechstunde:

Prerequisite: Completion of German 311 or placement into German 312.

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	30%
Referate	20%
Aufsätze (2)	30%
Zwischenprüfung	20%

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 312 course, which align with the ACTFL standards for language learners at the “Advanced/Plus” 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 of most speech in a standard dialect; however, the listener may not be able to sustain comprehension	The student is able to satisfy the requirements of a broad variety of everyday, school, and work situations. The student can discuss concrete topics relating to	The student is able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. The student is able to	The student is able to write about a variety of topics with significant precision and in detail. The student can write most social and informal

<p>in extended discourse that is propositionally and linguistically complex. The listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.</p>	<p>particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The student shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing. The student shows remarkable fluency and ease of speech.</p>	<p>understand parts of texts that are conceptually abstract and linguistically complex, and/or texts that treat unfamiliar topics and situations, as well as some texts that involve aspects of target-language culture. The student is able to comprehend the facts to make appropriate inferences. The student has an emerging awareness of the aesthetic properties of language and of its literary styles, which permits comprehension of a wider variety of texts, including literary.</p>	<p>business correspondence. The student can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. The student can write about the concrete aspects of topics relating to particular interests and special fields of competence. The student often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be innaccurate.</p>
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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 312.

<p style="text-align: center;">Level 3 - Full Intercultural Communication Skills</p>	
<p style="text-align: center;">Overview Of Competence</p>	<p>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.</p>
<p style="text-align: center;">Openness</p>	<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.

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) Language lab:

German students are required to go to the language lab one hour per week. The language lab is located in MacAlister 2023. Before leaving the lab students should have the lab monitor sign their language lab sheet. No food or drink is permitted in the lab. Students are expected to work with their German language tapes, practice their speaking skills and take advantage of the dual track system available in the lab. This dual track system will allow you to record your voice and compare it to the speech on your lab tapes.

4) 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.**

5) Grading: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 or below

Description of Participation Grades:

A: Arrives to class on time with homework assignments completed and ready for the lesson. Participates actively in all classroom activities. Volunteers frequently and readily contributes to group work. Uses German, both when asking questions and when working in a group.

B: Usually arrives to class prepared, but occasionally misses a homework assignment or neglects to learn the material. Occasionally a bit late for class. Participates in classroom activities on a regular basis. Sometimes volunteers, but usually waits for the teacher's cue. Contributes to group activities, but sometimes breaks out into English so that the task may be completed with greater ease. Tries to ask questions in German (when reminded) but often resorts to English to facilitate communication.

C: Does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Often late for class, thereby missing important instructions and practice time. Contributes to classroom activities occasionally, but usually only when asked to do so by teacher. Sits quietly during group time or resorts to English. Rarely attempts to use German as a medium of communication- uses English to ask questions and to ask for clarification.

D/ F: Always arrives to class unprepared and is frequently absent. Rarely participates in classroom activities unless asked to do so by the teacher. Does not become involved in group activities. Never uses German as a medium of communication.

OTHER RESOURCES:

Coaching and The Conversation Network:

All Drexel German language students are eligible for one free hour of coaching per week. You may sign up for coaching through DLC in Main 201 or on their website www.dlc.drexel.edu. Coaching is an excellent opportunity for ALL students, both those doing well and those in need of assistance, to improve their language skills.

Through the English Language Center, located on the first floor of the Language and Communication Center, German language students may sign up for a conversation partner. The Conversation Network is designed to give Drexel students an opportunity to

meet and converse with a foreign student who has come to Drexel to learn English. This program is not designed to replace daily preparation for class, but rather can provide a forum for informal student interaction. Students may sign up for the Conversation Network by stopping by the English Language Center, or sending an e-mail to: Conversation.Network@drexel.edu, or by phoning them at (215) 895-2022.

Drexel University encourages all students to study and/or work abroad as part of their academic program. Available options include:

1. Intensive Language Study Abroad:

Various programs are available, primarily in the summer. Prior completion of Level 103 is required for recommendation by the Modern Language Programs. Information is available at the Modern Language Programs office (LCC 210), in the IAS Office (MacAlister 2024), and in the Office of International Programs (Randell 230).

2. Co-op and Internships Abroad:

Drexel Abroad programs in languages and the liberal arts are administered by the director of International Area Studies and include study-internship programs in Europe and intensive language programs in China, Japan and Russia. They require junior status, with a 3.0 average (3.5 for pre-juniors), completion of level 203 of the target language (except in London), and at least two upper-division courses in history, politics and sociology. Internships in Belgium are with the European Parliament, and in other countries with multinational corporations or with organizations and agencies in a variety of disciplines.

3. International Programs:

The Office of International Programs offers a number of discipline-specific programs abroad (most of which do not require substantive language skills), including the opportunity for Drexel students in a variety of majors to study/co-op in London. More information is available by emailing the Study Abroad office at: studyabroad@drexel.edu or by contacting Daniela Ascarelli, Study Abroad Coordinator at (215) 895-1704.

GERMAN 312 Syllabus

Textbuecher: Rueckblick; Practice German Grammar

<u>Woche</u>	<u>Buch</u>	<u>Thema</u>
Woche 1		Wiederholung Einfuehrungsdiskussion
Woche 2	Teil IV Pop, Protest Und Provokation Einfuehrung und Chronologie 1965-1974	10. Die Beat-Aera s. 131 Sgt. Pepper’s Lonely Hearts Club s. Band 132 Helga Novak, <i>Gammler von Leipzig</i> s. 133 Politker als Popstars s. 136 Wolfgang Kraushaar, <i>Beat Uni-Sex and Uni- Look</i> s. 138

Woche 3		Artikel Grammatik
Woche 4		11. Liebe, Anarchie und Rebellion s. 143 Revolutionsapostel s. 144 Peter Handke, <i>Lebensbeschreibung</i> s. 145 Bereit, auf die Strasse zu Gehen s. 149 Reiner Kunze, <i>Die wunderbaren Jahre</i> s. 150
Woche 5		12. Fragen, Zweifel und Erkenntnisse s. 155 Minderheiten und "die Deutsche Frage" s. 156 Rosemarie Silbermann, <i>Denk' ich an Deutschland</i> s. 158 Willy Brandt vor dem Ghetto-Denkmal s. 162 Willy Brandt, <i>Der Kniefall von Warschau</i> s. 163
Woche 6		Artikel Grammatik
Woche 7	Teil V Alltag Unter Geteiltem Himmel Einfuehrung und Chronologie 1955-1965	13. Was wissen Sie von der Mauer? s. 171 Wachposten mit Stacheldraht s. 172 <i>Eine Mauer quer durchs Land</i> s. 173 Getrennte Familien-Ein Trauriges Hochzeitsfest s. 179 Gisela Breitling, Allegorie Der geteilten Stadt s. 180 Konzert mit Mstislaw Ros-Tropowitsch vor der Mauer s. 182
Woche 8		14. Wohlstand durch Wirt-schaftswunder s. 184 Aller Anfang ist er s. 185 Jost Hermand, <i>Das so-Genannte Wirtschaftswunder</i> s. 186 Kind des Jahres 1958 s. 192 Hans Magnus Enzensberger, <i>Middle Class Blues</i> s. 193 Mehr Urlaub s. 197
Woche 9		15. Alltag, Arbeit und Kultur s. 199 Auslaendische Arbeiter in der BRD s. 200 Pop Art in deutschen Museen s. 201 Brigitte Reimann, <i>Ankunft im Alltag</i> s. 203 Arbeiterin mit Schaufel s. 207
Woche		Abschlussdiskussion

Please note: Final exams are scheduled by SAS on a University-wide basis. Final exams may be scheduled at any time, Monday through Saturday of final exam week. The Modern Language programs must abide by the time and day assigned to them by SAS.