

German 325

Intensive Advanced German Language Course Fall 2020

Mon., Tue., Thu., Fri. 16:05 - 17:25



Instructor Contact Information & Office Hours:

Dr. Maria K. Morrison

Office: Rm 475 - 688 Sherbrooke W. (I will be virtual for fall 2020)

Office hours: Mon. & Thurs. 17:25-18:30 & by appointment

Email:

maria.morrison@mcgill.ca

Course Objectives (*Lernziele*): The main goal of the Intensive Advanced German course is to prepare students for upper-level literature and culture courses in the German language. This is a four-skills course, which means students will be working on improving their skills in reading, listening, speaking, and writing. At this level, they will increase their reading speed, develop their ability to discuss and interpret literary and non-literary texts and to explore a variety of social, historical and political topics with others. In keeping with the main course goal, students will expand their vocabulary and practice the art of expressing themselves in concise, precise written form. In addition, they will practice listening comprehension and strengthen their oral communicative competence in various modes of discussion, presentation, and everyday conversation.

Pre-requisites: German 300 or German 307 (D1 & D2) or equivalent or permission of the German unit

Required Texts (available at the McGill Bookstore + to order online):

- *Grammatik Aktiv*, Cornelsen, 2017.
- Zweig, Stefan: *Schachnovelle*, Fischer, 1997.

Copies: Additional texts, instructions for activities and grammar exercises will be posted on myCourses.

It is the students' responsibilities to print out texts posted online before class, as listed in the homework schedule (*Hausaufgabenplan*).

Recommended Texts: A soft-cover or hard cover German-English/English-German dictionary.

(E.g.: *Webster's New World German Dictionary*, Concise Edition or *Harper Collins Beginner's German Dictionary*, 4th ed.)

Recommended Reference Works (*Humanities and Social Sciences Library*)

- Wahrig, Gerhard. *Deutsches Wörterbuch*. Gütersloh: Bertelsmann Lexikon,

2001.

- Martin Durrell, *Hammer's German Grammar and Usage*. London: Hodder Education, 2011.

Reference Online:

- *Das Digitale Wörterbuch der deutschen Sprache des 20. Jahrhunderts* (<http://www.dwds.de/>)
- *Duden Online* (<http://www.duden.de/>)
- *LEO Online Wörterbuch* (<https://www.leo.org/german-english/>)

N.B.: In light of Covid-19 and possible extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Evaluation

Forms of Assessment Percentages	
Homework & Preparation + Responses to Discussion Boards + Flipgrid	31%
Tests (24%) & Quizzes (12%)	36%
Oral Presentation	5%
Essays	18%
Final Project	10%

Course Requirements & Assignments

Mode of Delivery & Technical Requirements

All students are required to have access to a computer, the internet, a microphone, and a webcam. The webcam is mainly required for interviews and oral assessments (oral presentations and speaking exercises as part of your regular homework). Please see the section on [oral evaluations](#) for further information.

Classes will meet remotely during the regularly scheduled class times. While a webcam is not required for the regular virtual classes, its use is highly recommended to promote interaction among students and to meet the learning objectives in the course. Interaction is key to helping you progress in a language class and using these tools is essential to deepening engagement in the remote environment. Being able to hear and see you will allow us to give you feedback on your communicative strategies, pronunciation, and intonation, all of which involve facial muscles, vocal cords, and physical gestures. Non-verbal cues are important in sending and receiving "messages" when you practice your oral skills in a foreign language. In addition, we will engage in a variety of activities, including games for reinforcing vocabulary and grammatical concepts, and mini-presentations for developing fluency in oral production, which works best if you can see and hear each other. Using a microphone and a webcam facilitates spontaneous exchanges, which will help you advance from studied speech to more natural and fluent production. Finally, language exists to help us connect with one another, and using the tools to hear and see each other will help us to create a sense of community of language learners, even when we do not meet in person.

We will use **Zoom** and the link to the meetings will be posted on myCourses. Please do the following before you join the course:

- Create a basic account by clicking on the following link: <https://mcgill.zoom.us/> You must sign in with your McGill username/password. Having a Zoom account will help you facilitate virtual meetings for collaborative assignments.
- Read this article on [getting started](#). If the link does not work, go to: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>
- Contact your instructor if you do not have a webcam or microphone or have privacy concerns, so that we can find a solution together and make appropriate accommodations following the guidance of the Office of Dean of Students. Alternative methods of participation in Zoom may include using audio and the chat function instead of video.

Remote Learning Resources

Since learning remotely is a new skill that we all have to acquire, I would encourage you to look at the resources that McGill's Teaching and Learning Services compiled: <https://www.mcgill.ca/tls/students/remote-learning-resources> Consider looking at all the tips, particularly the following points:

- [5 Strategies for Success](#)
- [Study Tactics](#)
- [Learning Strategies Inventory](#)
- [Learning with Zoom](#)

Instructional Method: Flipped Classroom

The class consists of four (virtual) class meetings (Mondays, Tuesdays, Thursdays and Fridays) and asynchronous activities that you are expected to complete on your own. While I will not take any attendance, I strongly recommend that you attend all Zoom sessions. This time is valuable because you will be able to interact with other students, ask questions, and practice your oral communication skills. Following the flipped classroom model and the principle of learning by doing, you will study the grammatical concepts and read texts at home before participating in class meetings. I will guide you through this process through a list of questions you should consider before each live session. This will allow us to reserve the meetings for practicing and developing your communicative skills, to discuss the readings, and to discuss the course materials. During these live sessions, we will use many partner- and group activities, which are to be completed entirely in German. You will not be graded on error-free speech, but on your continuous efforts to speak in German. You will progress swiftly if you concentrate on speaking and writing in the target language. This course will provide you with a welcoming, respectful as well as active and fast-paced environment for improving your German this year.

The Department of Languages, Literatures, and Cultures endeavours to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with your instructor and the [Office for Students with Disabilities \(https://www.mcgill.ca/osd/\)](#): 514-398-6009. Students

with a documented disability should contact the OSD as soon as possible to request an official letter outlining authorized accommodations. This letter should be given to the instructor at the beginning of the semester. Please note that it might not be possible to accommodate last minute requests for accommodations.

Recordings

Generally, virtual class meetings will **not** be recorded. If a portion of a Zoom session be recorded on rare occasion, you will be notified through a “pop-up” box in Zoom during a meeting. You can turn off your camera, so that only your name appears on screen. If you do not feel comfortable being in a class that is recorded, you may leave the meeting by logging off Zoom. In the latter case, you should watch the recording later so that you do not miss any content. Any recordings that we do will be uploaded to myCourses.

Copyright

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Homework (Hausaufgaben) (31%):

Consists of reading, vocabulary exercises, preparations for speaking activities in class, grammar activities, listening exercises, web-based activities, written responses on the discussion board and oral responses on Flipgrid. Daily assignments will be posted under “Hausaufgaben” on myCourses. **Written grammar exercises will be collected on a bi-weekly basis.** This collection schedule is designed to give you some flexibility, so that you have time to review or revise your written answers if necessary. Please keep informed of the weekly assignments and any changes. It is expected that you come to class prepared. **Late homework will be accepted with deduction up to 2 days after the due date.** No late homework will be accepted after this grace period, unless you have a legitimate reason.

Unless otherwise indicated, homework will be graded on a scale of 1-10:

- 9-10: on time, complete, well-presented, and evidence of effort and creativity, exceeds expectations
- 7-8: on time, complete, well-presented, and evidence of effort
- 5-6: partially complete, evidence of carelessness
- 0: late or of poor quality (i.e. error-filled, sloppy, not well presented)

Grammar (Grammatik) and Listening (Zuhören):

The grammar and listening homework will be from *Grammatik Aktiv* or from my handouts on myCourses. While the homework should be done on a daily basis, they will be collected in bundles on a bi-weekly basis, on a date announced by the instructor. Note the following guidelines:

- Only the assigned pages should be submitted.
- Homework consists of the **exercises and corrections**. The textbook's/handout's grammar explanations must be read thoroughly. **Answers in the *Arbeitsheft* must be corrected carefully with the distributed answer key (Lösungsschlüssel) in the back of the book or on**

myCourses. Use a **different colour pen** for the corrections. Please make sure that I can tell that you have corrected your work. If everything is correct a big check mark over/next to the exercise will suffice. Self-correction helps learners gain insight into problems they might be having with selected structures. Homework which has not been self-corrected will automatically be awarded 50%. Make sure when you upload your homework that the page number and exercise number are clear.

- Not all the chapters of the grammar book will be covered this semester. It is therefore highly recommended that you go over chapters not addressed in class on your own for additional practice.

Handouts, Short Answers, Schreibaufgaben:

- For several readings and video clips, you will be required to complete exercises on handouts (posted on myCourses). Your sentences on the handouts must reflect that you spent reasonable time (i.e. about one hour), unless you gain an understanding of the text in a shorter period.
- A few times in the term, you will write short compositions. These writing exercises will help you verbalize your reflections and serve as a practice for the larger scale compositions. It is essential that you further build on your skills of expressing yourself in your own words in precise and accurate way, to experiment with the linguistic means at your disposal, and incorporating new vocabulary and grammatical structures you have learnt in the course.

Tests & Quizzes (Tests 24%; Quizzes 12%):

Tests and quizzes are indicated on the semester plan. If you must miss a test/quiz due to medical or university-sanctioned activities, contact your instructor ahead of time, provide proper documentation, and arrange to write the test/quiz. Otherwise, you will receive a zero for a missed test/quiz. **All quizzes and tests will be written remotely on myCourses (Quizzes).**

Essays (Aufsätze) (18%):

Three essays will be written in two drafts. The topics will be posted on myCourses in a timely manner. The papers will be graded on content, form, vocabulary, and use of grammatical structures. Please note the general guidelines:

- Essays are due at Midnight and must be posted as a word document online. You will submit two drafts of each essay; you must submit a second draft regardless of your grade on the first. Your essays will be graded for both content and grammar/style.
- **It is a violation of the honour code to have your essays proofread by someone else.**
- **It is a violation of the honour code to use translation software or online translation tools.**
- You must include one of the following sentences at the bottom of each draft:
In English: **“This assignment represents my own work in accordance with university regulations.” OR** in German (Eigenständigkeitserklärung): **„Hiermit bestätige ich, dass ich die vorliegende Arbeit selbständig verfasst und keine anderen als die erlaubten Hilfsmittel benutzt habe.“**

Oral Presentations (Referat) (5%):

The topics of oral presentations will be culled from the overall thematic context of the course. Students may present alone or in pairs. Guidelines and tips for the oral presentation will be posted under “Referate” on myCourses. Further information on

the presentations will be distributed later in the term. Please read the presentation guidelines and requirements on myCourses (→Referate-Richtlinien).

Final group presentation (10%):

The final project is intended to further your interest in contemporary German culture and language and to showcase the knowledge and linguistic abilities they have deepened over the course of the term. The project consists of a presentation on a current news topic of your own choosing (and in consultation with the instructor). Further information will be distributed later in the term.

Extracurricular activities:

During the semester, you can take advantage of culturally relevant opportunities to earn bonus points. These will be announced on myCourses. If you participate in at least 3 extracurricular events during the semester, you can earn bonus points (6%) toward your oral participation grade. For more information, see “Extracurricular activities” on myCourses.

Policy on Academic Integrity:

- McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

- L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site <http://www.mcgill.ca/integrity>).

Class Participation

	Attentiveness	Contribution	Use of German
Expectations are exceeded (100%-85%)	Student always pays attention.	The student is always eager to contribute in class, in group and pair work activities and ask questions. The student always volunteers answers.	The student consistently speaks in German during class time.
Expectations are met (84%-79%)	The student pays attention most of the time.	The student is eager to contribute in class, in group and pair work activities and occasionally asks questions. The student volunteers answers most of the time.	The student speaks German most of the time.
Expectations are barely met (78%-60%).	The student pays attention sometimes.	The student is occasionally eager to contribute in class, in group and pair work activities and ask questions sometimes. The student volunteers answers sometimes.	The student sometimes speaks in German, but repeatedly switches to English or French.
Expectations are not met (59%-50%)	The student rarely pays attention.	The student rarely contributes in class, in group and pair work activities, seldom or never asks questions or volunteers answers.	The student speaks German only occasionally, but prefers to speak in English or French most of the time.

Grading scale

Grade	Percentages
A	100%-85%
A-	84%-80%
B+	79%-75%
B	74%-70%
B-	69%-65%
C+	64%/-60%
C	59%-55%
D	54%-50%
F	49%-0%

[Semester Overview](#)

N.B. This is a tentative overview of the remaining weeks. Changes will be announced on myCourses.

Deutsch 325 Semesterübersicht Herbst 2020

Tentative semester schedule

Hinweis: Der vorgeschlagene Semesterplan enthält vorläufige Angaben der Texte. Änderungen werden vorläufig angeasgt. (**N.B.:** Please note that this is a tentative program. Some of the readings and assignments may change depending on the needs of the class and will be announced in a timely manner.)

Wochen	Themen, Materialien, wichtige Termine	Strukturen
1. Woche	Einführung in den Kurs Märchen u. ihre Varianten <ul style="list-style-type: none"> • Gebrüder Grimm, „Rotkäppchen“ 	- Perfekt - Präteritum
2. Woche	Märchen u. ihre Varianten <ul style="list-style-type: none"> • Annelise Meinert, „Rotkäppchen '65“ • Gebrüder Grimm, „Die Bremer Stadtmusikanten“ • Janosch, „Die Bremer Stadtmusikanten“ 	- Perfekt - Plusquamperfekt - Kasus
3. Woche:	Quiz 1: Mo., 14.9. Wandelnde Zeiten u. rätselhafte Erzählungen <ul style="list-style-type: none"> • Rudolf Otto Wiemer, „Zeitsätze“ • Kurt Tucholsky, „Das Ideal“ • „Berlin Sinfonie der Großstadt“ • Alfred Wolfenstein, „Städter“ 	- Kasus - Futur II (Zukunftsätze) - Konjunktiv II
4. + 5. Woche:	Aufsatz 1: fällig am Montag den 21.9. um 11:59 Spend no more than 3 hours - Inhaltspunkte, required grammatical structures, proper word count? 450-500 Words) - <ul style="list-style-type: none"> • Rainer Maria Rilke, „Pierre Dumont“ 	- Konjunktiv II - Adjektive - Komparative u. Superlative

	<ul style="list-style-type: none"> Bertolt Brecht, „Wenn Haifische Menschen wären“ <p>Gesellschaftskritische Texte</p> <ul style="list-style-type: none"> Kafka, „Eine kaiserliche Botschaft“ Wolfgang Borchert, „Das Brot“ (Youtube Video) <ul style="list-style-type: none"> Test 1: Fällig am Montag um 23:59 28. Sept 	
6. Woche:	<p>Aufsatz 1.2 Fällig am Montag, den 5.10. um 23:59</p> <p>Von der Radikalisierung des Protests zum Terrorismus</p> <ul style="list-style-type: none"> Die Spiegel-Affäre und Studentenbewegungen von 1968 Ulrike Meinhof Alfred Andersch, „JESUSKINGDUTSCHKE“ Minirecherche in Gruppen zum Thema RAF (Rote Armee Fraktion) 	<ul style="list-style-type: none"> - Partizipien als Adjektive - Konjunktiv I
7. Woche:	<p>Quiz 2: Fällig am Mi, den 14.10. um 23:59</p> <p>Leben in der DDR</p> <ul style="list-style-type: none"> Wolf Biermann, „Die Stasi-Ballade“ (Listen on you-tube) Jürgen Fuchs, „Jetzt bin ich raus, jetzt“ Rusch, „Mauer mit Banane“ DW Mauerfall 	<ul style="list-style-type: none"> - Konjunktiv I - Satzbau - Konjunktionen
8. Woche:	<p>Aufsatz 2: Am Sonntag, den 18.10. um 23:59 fällig</p> <p>Übergänge</p> <ul style="list-style-type: none"> Texte zur Wendezeit Geschichte der DDR <p>Kurzreferate über die DDR https://www.zeitclicks.de/</p> <ul style="list-style-type: none"> Schachnovelle 	<ul style="list-style-type: none"> - Satzbau - Infinitive
9. Woche:	<p>Test 2 (fällig am Di. den 27.10.)</p> <p>Schachnovelle</p>	<ul style="list-style-type: none"> - Präpositionen - Adverbien - Konnektoren
Leseweche: 2. – 6. März		
10. Woche:	<p>Aufsatz 2.2: Fällig am Sonntag, den 1.11. um 23:59-</p> <p>Schachnovelle</p>	<ul style="list-style-type: none"> - Konnektoren - Passiv - Alternativen zum Passiv

11. Woche:	Quiz 3: Fällig am Mo., den 9. 11. um 23:59 Schachnovelle	- Passiv - Relativsätze
12. Woche:	Aufsatz 3: Fällig am Mittwoch, den 18.11. um 23:59 Gruppenprojekt zu aktuellen Themen: Einführung u. Vorbereitung	- Passiv - Wörter mit da-
13. Woche	Test 3: Fällig am Mo., den 23.11. um 23:59 Gruppenprojekt: Vorbereitung	- Nominalisierung
14. Woche:	Aufsatz 3.2: Fällig am Di., den 1.12. Gruppenprojekt: Vorbereitung u. Präsentationen	- Wiederholung