



TENNESSEE TECH UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES

Intermediate German 2 - 10570 - GERM 2020 - 501

Scheduled Meeting Times

Type	Time	Days	Where	Date Range
Class	1:30 pm - 2:50 pm	T	LIVE STREAM	Jan 19, 2021 - May 06, 2021
Class	TBA	R	WEB ONLINE	

Instructor Information

Instructor's Name: Julia K Gruber

Office: MS Teams online

Telephone Number: 931-372-3787

Email: jgruber@tntech.edu

Office hours: T/TR 8.00 am-9.00 am and by appointment.

I will respond during regular business hours.



Course Information

Prerequisites

Students at this level are expected to be familiar with basic German vocabulary or grammar structures as learned in Germ2010.

Texts and References

Required: *Netzwerk A 2.1 Neu*: Kursbuch & Übungsbuch

COMPUTER ACCESS

Students are required to have high-speed Internet access for at least two hours/day. Several labs on campus are available for student use. Make sure you make good use of these online resources.



Course Description

The fourth course in the 2000 course German sequence at Tennessee Technological University is designed to deepen students' ability to communicate in German while increasing their general vocabulary, grammar and comprehension skills. This course was re-designed in 2019 with the support of the TTU EDGE Curriculum Grant Program, to integrate creative inquiry ideas and activities into course assignments, as part of TTU's Quality Enhancement Plan (QEP) program, EDGE: Enhanced Discovery through Guided Exploration. For more information about the QEP and the undergraduate research initiative, please visit <https://www.tntech.edu/oci-qep/facultyand-administrators/edge-curriculum-grant-program>.

“Creative inquiry” refers to: The process of exploring issues, objects or works through the collection and analysis of evidence including combining or synthesizing existing ideas, products, or expertise in original ways to answer an open-ended question or achieve a desired goal. The desired goal of the course is to read, analyze, discuss and bring the German children's book “Der Struwwelpeter” to life in the classroom and on stage. A mixture of monitored, in-class interactions and at-home, online exercises will help students learn to interpret the German language better, interact in the language effectively, present their ideas clearly, and increase their cultural awareness. At the end of the course, the successful student should not only be able to handle intermediate-advanced level tasks, such as engaging in conversations that might happen in the German-speaking world (e.g. looking for a room and furniture, making plans to meet friends for a meal, making a doctor appointment, placing a call to an insurance company to file a claim etc., s/he will also have analyzed the content of “Der Struwwelpeter” in terms of its cultural, historical and linguistic significance. During the last month of the semester, students will adapt the book into a theater play and perform each chapter in skits on stage. The class will be conducted in German.

Required Materials

- Netzwerk A 2.1: Kursbuch & Übungsbuch
- *Der Struwwelpeter* (<https://www.gutenberg.org/files/24571/24571-h/24571-h.htm>)
- Copies of articles and other material relating to *Der Struwwelpeter* will be provided throughout the semester.

Grading

Oral Component

Participation 20%

Writing Component

Online exercises 5%

Prepare a poster and present it
at Undergraduate Research Day 20 %

Chapter tests 15%

Final: Virtual production 40%

100%

Course objectives

The curriculum emphasizes the development of intercultural competence (the ability to communicate effectively with persons from other cultures), as well as communicative language skills. This approach reflects the latest trends in language education and is aligned with Tennessee Technological University's goals of preparing students to succeed in the global environment. Such competence involves a greater understanding of cultural differences and similarities; instead of being a side issue, cultural understanding is fundamental to the class.

In speaking and writing activities, students are guided from contextualized form-focused exercises to more open-ended activities in which they express individual preferences and viewpoints. Speaking and writing tasks synthesize material, add depth to chapter content, and provide opportunities to communicate in real-life contexts. Since this course focuses on *Der Struwwelpeter*, students will give short presentations on the historical and cultural significance of the book. Students will also prepare a poster on the topic of their choice (relating to *Struwwelpeter*) and present it at the Undergraduate Research Day. They have to attend a (virtual) session in the library on creating posters.

Listening practice is also provided in stages, ranging from highly structured to completely unscripted excerpts of spoken language. *Netzwerk* puts students face-to-face with real speakers from the target culture, adding both visual and cultural interest to listening comprehension activities. Since this course incorporates the children's book *Der Struwwelpeter*, we will also listen to different adaptations.

Reading practice encourages students to negotiate meaning in the target language in realia and informational texts, as well as short literary excerpts, including poetry and fairy tales, particularly *Der Struwwelpeter*. These varied genres respond to multiple learning styles and interests and expose students to a broad range of

models of the target language. Students will research academic articles relating to German children's literature and other topics.

What is expected of the students?

In-Class participation: Involvement in class activities. Students must come to class prepared--textbook, German folder, pencils, etc. Active participation means speaking and collaborating in pair and group exercises, volunteering thoughtful questions and answers, and completing both in-class writing assignments and on-line preparatory assignments. In our classroom, emphasis is placed on communicative skills, pair/small group work, and conversation. A positive attitude is therefore essential. Everyone's presence and effective participation supports our collective success. Classroom discussions stress communication over grammatical accuracy.

Participation should be in **German** when speaking with another student and with the professor. Off topic discussions in English will hurt your daily participation grade. Speaking any foreign language can be frustrating. Nevertheless, like any skill, the more you practice, the better you become. Therefore, avoid translating into English. Try your best to work only in the foreign language. Enjoy the limitation.

→ **Your classroom participation** counts 20% toward your final grade in this course! Please turn on your camera.

→ **Attendance** Although Tech is not keeping attendance during the pandemic, it makes no sense to miss classes unless you are seriously sick.

Writing component: Online exercises are assigned on a regular basis and will have clear due dates. This daily preparation and homework are important when learning the language, but more importantly, it forms the basis for informed class participation and understanding. As is the norm in higher education, you can expect to spend about **two hours** outside of class on your homework.

Perhaps more than in other courses, each GERM 2020 class meeting builds on the last meeting.

At the end of most classes, I will model new structures and vocabulary.

At home, you will review the points from the end of class again before you begin your online homework. You will then complete all the assigned homework before the next class.

You will come to class ready to use the new structures during our interactive exercises. You are not expected to demonstrate mastery of each new structure, but you must be able to use new structures with some degree of success.

Online Vocabulary Quizzes: You will complete short quizzes to assess your knowledge of vocabulary in context. All links to chapter vocab will be posted on the MS Teams page. The class will create its own Struwwelpeter-related vocabulary list on Padlet.

<https://padlet.com/jukiuni/faht57fro4tub77f>

Every student must add 2 new words/phrases related to the book each week.

Final Exam: During the last month of the semester, students will adapt the book *Der Struwwelpeter* into a virtual theater play and perform selected chapters in skits on stage.

Student Learning Outcomes

Upon completion of this course, students will be prepared for the upper-level German classes at TTU.

Upon completion of this course, students will

- Understand most written and spoken German selected for intermediate learners;
Communication: Interpretive (Listen, Read/View)
- Speak and write in simple sentences with minor grammatical errors that do not impede communication;
Communication: Interpersonal (Speak, Write, Listen)
Communication: Presentational (Speak, Write, Listen)
- Speak with accurate pronunciation so as not to impede communication;
Communication: Presentational (Speak, Listen, Read/View)
- Ask and answer oral and written questions related to familiar topics, such as personal information, school, careers, food, family, actions, and daily activities;
Communication: Interpersonal (Speak, Write, Listen, Read/View)
- Describe people, places, and things in the present, future and past;
Communication: Presentational (Speak, Write, Listen, Read/View)
- Converse on an intermediate level, observing basic courtesy requirements and social demands of the culture;
Communication: Interpersonal (Speak, Listen, Read/View)
- Understand the diverse culture of the German-speaking world and describe some of its basic geographical facts.
Cultures (Relating cultural products to perspectives)



In addition, several creative inquiry learning activities will be incorporated into the curriculum through a series of specific Student Learning Outcomes (SLOs). SLOs describe the expected gains in knowledge, skills, and attitudes that should result from participating in this course. The SLOs for EDGE are the following:

1. Students will effectively use digital information search tools. Students will search for articles and books, as well as other material pertaining to *Der Struwwelpeter* and summarize/present their findings in oral presentations and written assignments throughout the semester.
2. Students will formulate a creative inquiry question or problem. Students will be divided in small groups and after choosing a particular skit from the book *Der Struwwelpeter*, they will discuss how their skit can be presented on stage.
3. Students will explore a creative inquiry question or problem. The overall creative inquiry question is: How can a children's book be adapted into a theater production.
 - 3.1 Choose an appropriate discovery process to address the problem. Students will learn how to adapt a children's book into a theater play; for example: they will write a screen play and memorize their parts.
 - 3.2 Collect information relevant to the problem. Students will read about the perception of *Der Struwwelpeter* since its publication in the 1840s in Germany. They will learn about German children's literature in general as well as compare the German childhood experience to their own. Students will also discover how "*Der Struwwelpeter*" has been adapted into other genres.
 - 3.3 Assess collected information in a discipline-appropriate manner. We tend to assess collected information in the form of short essays and oral presentations. Students will address a variety of topics related to *Der Struwwelpeter* in written and oral assignments.
4. Students will apply both critical and creative thinking skills to create and perform *Der Struwwelpeter* in a stage production.
5. At the end of the semester, students will communicate their creations in a discipline-appropriate manner by presenting a stage version of *Der Struwwelpeter* to the campus community.

➔ In order to show that you have read this syllabus, please post a picture of a *Struwwelpeter* character to the main MS Teams page.



Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

University Plagiarism Policy

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from online databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. For more info on plagiarism and what constitutes plagiarism, go to: <http://iweb.tntech.edu/kosburn/plagiarism.htm>

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee

Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.

2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

WELCOME TO GERM1020: Thank you for your continued interest in learning a foreign language! Have a great semester!

