



**Course information**  
**TENNESSEE TECHNOLOGICAL UNIVERSITY**  
**Department of Foreign Languages**

[Written Communication/German - 82163 - GERM 3010 - 501](#)

**Taught online via MS Teams**

**MW 1.30-2.50 pm**

**Aug 24, 2019 - Dec 11, 2020**

**3 credit hours**

**Fall Semester 2020**

**Instructor: Dr. Julia K. Gruber**

**Email: [jgruber@tntech.edu](mailto:jgruber@tntech.edu)**

**Phone: Call via MS Teams**

**Office Hours: via MS Teams on Mondays and Wednesdays 9.00 am-10.00 am and by appointment**

Fünf Männer nehmen am Kaffeehaustisch Platz.  
„Eine Melange mehr licht!“ sagt der erste, frei nach Goethe, zum Ober.  
Der zweite: „Einen Kapuziner!“  
Der dritte: „Eine Schale Gold ohne!“ (Ergänze: Haut.)  
Der vierte: „Einen Nuß mit!“  
Und der fünfte: „Ein Kaffee verkehrt!“  
Der Kellner gibt die Aufträge dröhnend durchs Küchenfenster weiter: „Fünf Lauf!“ (Summarische Bezeichnung für Milchkaffee.)

**Anton Kuh, Kaffeehausliterat, 1933**

## There are two different ways to join MS Teams.

1) I will send out an email with the link to join, but here it is:  
<https://teams.microsoft.com/join/19%3a627ffe7c231f4076beac9cd05ef72d54%40thread.tacv2/conversations?groupId=86e6bcb5-5e6f-4f57-bbbf-993f622adc6d&tenantId=66fecaf8-3dc0-4d2c-b8b8-eff0ddea46f0>

2) Join MS Team with this code: **ifl0lgi**

### Required:

Patience & kindness.

I spent considerable time preparing and transforming this course for online instruction. It's perfectly understandable that you have doubts about taking a foreign language online; I had my doubts myself. But then I did workshops and training on delivering the content online, and I think it will work just fine. That said: I never consider students passive recipients, but active co-constructors in making sure that the class is successful. You are encouraged to take on an active role. As a teacher, I have always focused on creating a positive learning environment. This is the number 1 thing students always comment on positively when they evaluate my teaching. We have an advantage: Most of us have met, and so we will not have to put in the extra effort to get to know each other. People who connect help each other stay focused and positive. Throughout the course, you will work by yourself (alleine) and with students (zusammen). You will have to take the initiative at times to make the contact and the assignments happen -- if completing it involves more than your willingness and dedication. This is good practice for the "real world". There will be an opportunity to provide peer reviews for assignments you did as a team.

Working via MS Teams and trying out new apps are also good ways to prepare for "the real world out there". Be prepared to challenge yourself and to feel challenged at times. Be patient and gracious with yourself, each other and your instructor.

All that said, welcome to Germ3010! I am happy you are here and look forward to helping you improve your writing.

### Next steps:

- ➔ This semester, we will rely more on the online resources provided by our textbook. Please familiarize yourself with it as soon as possible. For example, find out where to access all the audio and video files.

We will also try out new apps, but I will try not to overload you with apps. Instead, we will use some more regularly and try out a new one here and there. If it ever gets too much, please let me know. Don't wait until the end of the semester to complain. Constructive feedback is appreciated and welcome.

More than ever, you will need (reliable):

- ➔ **COMPUTER ACCESS:** Students are required to have high-speed Internet access. We will be using MS Teams:
- ➔ **IMPORTANT TO REMEMBER:** We can't apply everything we do face to face online. Expect technical issues. Upside: we will learn short cuts and get more creative.
- ➔ Please join the MS Team for this class (see code above at the top of the syllabus). Here, I will post the semester/weekly schedule, updates, announcements, reminders, your homework assignment, other assignments, due dates, grades, extra credit and we will also share links and videos with each other.
- ➔ Quizlet links for vocab tests.  
I will create a folder for you to access all quizlets pertaining to the chapters we're covering in this class. The link will be posted in MS Teams. I am a strong believer in self-assessment. Students will create their own quizlets and assess them themselves. All you have to do is send me a screen shot of your result. You can take quizlets as often as you like until you like your grade.
- ➔ Using MS Teams: Throughout the semester and after our initial Monday meeting during the first week, we will meet live on Mondays and you will do Kaffeehaus-related research and writing on Wednesdays.
- ➔ Back channel: If there is technical issue or you are sick/unable to class, you can reach me via email at [jgruber@tntech.edu](mailto:jgruber@tntech.edu). Also, don't be shy about asking questions in general – it is very likely that you are not the only student with that question/problem. By coming forward, you are doing other students and me a favor and I will address all questions in messages and mini videos.
- ➔ Circumstances may change. As we proceed, it may happen that there are weeks when you are out sick; you might get better and then others might get sick; or I might not be able to be in class. Students will have to know how to work on their own. You will pair up with a student and exchange notes and teach each other. That way you are not only waiting for me to be better. Students are asked to manage their own learning and participation. If you are a freshman, this might be very new to you because you might have had teachers who were instrumental about your learning and progress. I am still here to guide you, but I will not hold your hand. I consider my students adults, who take responsibility. What we start doing may change later on. It's essential to have an attitude of resilience.
- ➔ Every participant must identify a quiet room with a stable internet connection. Don't go outside and don't join from an ipone or small ipad. Find a desk. Have some paper and a pencil/pen next to you. Test your equipment in advance. Learn how it works. Mistakes are to be expected – remember that we treasure mistakes: That's how we learn!  
You might benefit from headphones and a microphone. This will improve the audio quality. Have all materials we need in one place. Clear your desktop from clutter. If you share your desktop, you might have things on there that you do not want the class to see. You can blur the background in MS Teams.
- ➔ Setting expectations for student behavior: You have to be attentive; it's easy to get lost in a chat, to start browsing. You should focus on what is going on in the class. Many of you are digital natives, but you may not fully understand how you should use the devices for this

purpose, i.e. learning a foreign language. Familiarize yourself with the basic functions of MS Teams.

## Course Outline

Germ3010 is designed to deepen students' ability to write in German while increasing their general vocabulary, grammar and comprehension skills. Germ3010 is designed to help students transfer from A2 to B1 level German. B 1 learners are referred to as independent users of the German language. B1 is the third level on the six-level scale of competence laid down in the Common European Framework of Reference for Languages (CEFR).

(<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>).

In addition, this course was re-designed with the support of the TTU EDGE Curriculum Grant Program, to integrate creative inquiry ideas and activities into course assignments, as part of Tech'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/edgecurriculum-grant.php>

Apart from the regular Germ3010 course content, students will explore the historical, sociological cultural and literary characteristics of a place, an object and a literary period in the German-speaking world. They will read a variety of texts about the place, the object and analyze texts of the corresponding period. Finally, they will summarize their findings and present them in the form of a poster and also create a setting, similar to the place they have studied where they will showcase their course products.

In this class, we will discover the Viennese coffee house (*das Wiener Kaffeehaus*), often described as an extended living room, a place celebrated and nowadays sold to tourists as a nostalgic place, a place intrinsic of Viennese life.

Around 1890 *Café Griensteidl* became the *Stammtisch*, a regular meeting venue of a group of literary figures called "Jung Wien" (Young Vienna). Young writers such as Hugo von Hofmannsthal, Karl Kraus and Arthur Schnitzler regularly met at the café where they discussed current events, drank lots of coffee, exchanged funny anecdotes, and created coffee house literature. *Café Griensteidl* was followed by *Café Central*, which was followed by *Café Herrenhof* as the most popular meeting point of young writers. Other artists also had their favorite coffee houses: *Café Museum*, for example, became a popular meeting venue for painters.

Students in this class will study the significance of coffee and the coffee house in Austrian culture, and history. We will "visit" Viennese coffee houses online and become familiar with examples of coffee house literature and its producers, the coffee house poets who, at the turn from the 19th to the 20th century, met in different Viennese coffee houses to introduce, discuss and critique new literature and comment on the society they lived in. Inspired by this literature, students will write their own texts in writing workshops and present them in a coffee house setting at the end of the semester. In addition, we will experiment with different writing styles, genres and incorporate more standard writing, such as letters, CVs, invitations, newspaper ads etc.

**Prerequisites:** Germ2020

**Required Materials:**

*Netzwerk*, Neu *Kursbuch* und *Arbeitsbuch*. A2

Selected chapters of *Netzwerk B 1* as well as examples of *Kaffeehausliteratur* will be made available by the instructor.

[Netzwerk neu A2](#)

**Stefanie Dengler et al.**

Textbook + Online Audio and Video

A2

176 pages

978-3-12-607164-2

[Netzwerk neu A2](#)

**Stefanie Dengler et al.**

Print Workbook

A2

176 pages

978-3-12-607165-9

Online work book [option](#) – please email me if you choose to use this one; I will have to set up a classroom on [blinklearning.com](#) for you to submit online homework.

[Netzwerk neu A2](#)

**Stefanie Dengler et al.**

**BlinkLearning Book Code for STUDENTS**

Interactive Online Workbook

A2

NP00860716501

You could get a license for 6 months instead of for a full year.

**Computer Access:** Students are required to have high-speed Internet access for at least two hours/day.

## Course objectives

Before taking a test over topics and skills covered at B1 level, such as a Goethe certificate, you should be able to:

- \* understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used,
- \* deal with most situations typically encountered when travelling in German-speaking countries,
- \* express yourself simply and coherently when talking about familiar topics and areas of personal interest,
- \* report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations. (<https://www.goethe.de/en/spr/kup/prf/prf/gb1.html>)
- \* Finally, you will have become more familiar with the city of Vienna, the significance of coffee and the cultural/historical place of the coffee house where the so-called coffee house poets met at the turn of the 19th to the 20th century.

## What is expected of the student?

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**In-Class participation: (20%)**—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.

**Attendance** at all class sessions is integral to the course and therefore mandatory. The maximum number of absences allowed in this course is THREE. If, because of illness or other unavoidable circumstances, you must miss more than the maximum, you must see your instructor to arrange for making up the absence. This usually requires attending tutoring sessions (two make-up sessions for EACH excess absence). Please do not wait until the last minute to talk to your instructor about excessive absences! **Your final grade will be reduced by one letter grade for each absence beyond three.**

**In-class participation (15%)**— Students who participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Active class participation improves critical and higher-level thinking skills. Participation can also help students learn from each other, increasing comprehension through cooperation. This ensures a good, productive classroom environment for which we all take responsibility.

Here is a description of how students ideally participate: Come to class prepared; contribute readily to the conversation but do not dominate it; make thoughtful contributions based on the literature that advance the conversation; show an interest in and respect for others' contributions; participate actively in all groups work.

**Homework: (15%)**—Homework is 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, they form 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.

**Written assignments including the final project: (40%)**—Since the focus is on developing your writing skills, you will complete several written assignments during the semester. These compositions will allow you to be creative while achieving specified communication goals. You must hand in a **double-spaced** hard copy. Students are expected to use proper punctuation and spelling, which includes proper use of the German *Umlaute*.

**Chapter Tests: (10%)**—Students will complete three chapter tests throughout the semester. We will discuss the structure of these tests when we review. Classroom exercises and our online component should adequately prepare students.

**Online Vocabulary Quizzes: (5%)**—You will complete short quizzes to assess your knowledge of vocabulary in context. You should expect to have a quiz every week. Quizzes cannot be made up. All quizzes can be found on [quizlet.com](http://quizlet.com).

**Final Project: (15%)**—Design and present a poster.

To confirm that you have read this syllabus and to receive extra credit, please send me a picture of a Viennese café.

## Grading

### Oral Component

In-class participation 15%

### Writing Component

Homework 15%

Written assignments 40%

Skills Assessment

Chapter Tests 10%

Online Vocabulary Quizzes 5 %

Final Project: 15%

100%

## Grading Scale

### Letter Grade Grade Range

A 93-100

B 85-92

C 75-84

D 70-74

F 0-69

## Student Learning Outcomes

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 *Vienna (die Stadt Wien)*, coffee (*der Kaffee*) the Viennese coffee house (*das Wiener Kaffeehaus*), coffee house literature (*die Kaffeehausliteratur*) and coffee house poets (*die Kaffeehausliteraten*) 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 choose a particular coffee house, poet and text and discuss how they envision a poster and a coffee house scene pertaining to their chosen coffee house, poet and text.

3. Students will explore a creative inquiry question or problem. For example:

- What are the characteristics of *Kaffeehausliteratur* and how do they relate to this particular time in Austria?
- How does art relate to time and space?
- How has *Kaffeehausliteratur* impacted Austrian culture? What is the role of the *Kaffeehaus* today?

3.1 Choose an appropriate discovery process to address the problem. Students will read texts and study art of the period.

3.2 Collect information relevant to the problem. Students will read about the history of coffee and the coffee house as well as the lives of the poets who wrote *Kaffeehausliteratur*.

3.3 Assess collected information in a discipline-appropriate manner. Collected information tends to be assessed in the form of short texts and oral presentations. Students will address a variety of topics related to coffee, coffee houses, coffee house poets and coffee house literature. Since this course focuses on writing, the assignments and activities will focus on that skill. Students will read, discuss and compose texts in different genres: letters, invitations, poems, newspaper articles, short stories, songs, jokes, skits, dialogues, ads etc.

4. Students will apply both critical and creative thinking skills to create a poster and perform their own *Kaffeehausliteratur* in a *Kaffeehaus* setting. Since this course is taught online, online formats will have been chosen to enable online presentations.

## 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.

Please sign here and return this page to me. Your signature confirms that you have read the syllabus.

I have read the syllabus: \_\_\_\_\_ (date and signature)

I agree to have my pictures posted on social media: \_\_\_\_\_ (date and signature)

WELCOME TO GERM3010: Thank you for your continued interest in learning a foreign language!  
Have a great semester!

Please note that the weekly schedule below is subject to change.

Montag, 24. August	Willkommen, Syllabusbesprechung + Edge
Mittwoch, 26 August	KB, Kap. 5 Was machen Sie beruflich? S. 52-54 Hausaufgabe, AB, S. 58-60 Kaffeehausliteratur Schreibwerkstatt Das Kaffeehaus, der Kaffee, Der Kellner, Der Kaffeehausliterat
Montag, 31. August	KB, Kap. 5. S. 55-56 Hausaufgabe, AB, S.61-63
Mittwoch, 2. September	KB, S. 57-59 Hausaufgabe, AB, S. 63-66 Fällig: Quizlet zu Kapitel 5 Fällig: Online Zusammenfassung zu Kapitel 5 Kaffeehausliteratur Schreibwerkstatt Traumberuf: Kaffeehausliterat (Lebenslauf und Text zum Leben eines KHL Ihrer Wahl)
Montag, 7. September	KEIN UNTERRICHT: Tag der Arbeit
Mittwoch, 9. September	Kapitel 6, KB, S. 62-64 Hausaufgabe, AB, S. 70-71 Kaffeehausliteratur Schreibwerkstatt Wegbeschreibung.
Montag, der 14. September	Kursbuch, S. 65-66 Hausaufgabe, AB, S. 172-75
Mittwoch, der 16. September	Kursbuch, S. 67-68 Hausaufgabe, AB, S. 76-78 Fällig: Quizlet zu Kapitel 6 Fällig: Online Zusammenfassung zu Kapitel 6 Kaffeehausliteratur Schreibwerkstatt Text über Wien mit Fotos -- Minireiseführer

Montag, der 21. September	Kursbuch, Wiederholungsspiel, S. 72-73 + Feste in DACH Hausaufgabe, AB, S. 82-85
Mittwoch, der 23. September	KB, S.76 -78 Kapitel 7 Hausaufgabe, AB, S. 86-87 Kaffeehausliteratur Schreibwerkstatt Textanalyse
Montag, der 28. September	KB, S. 79-80 Hausaufgabe, AB, S.88-89
Mittwoch, der 30. September	KB, S. 81-83 Hausaufgabe, AB, S. 90-94 Kaffeehausliteratur Schreibwerkstatt Schreiben Sie einen kurzen Text zum Thema Berufsalltag Kaffeehausliterat Fällig: Quizlet zu Kapitel 7 Fällig: Online Zusammenfassung zu Kapitel 7
Montag, der 5. Oktober	Midterm
Mittwoch, der 7. Oktober	KB, S. 111 Gute Unterhaltung, S. 110-112 Hausaufgabe, AB, S. 126-127 Kaffeehausliteratur Schreibwerkstatt Zeitungsartikel zu einem Event im Kaffeehaus
Montag, der 12. Oktober	KEIN UNTERRICHT: HERBSTFERIEN
Mittwoch, 14. Oktober	KB, S. 113 Hausaufgabe, AB, S. 128-131
Montag, der 19. Oktober	KB, S. 114-115 Hausaufgabe, AB, S. 131-133
Mittwoch, der 21. Oktober	KB, S. 116-117 Hausaufgabe, AB, S. 134 Kaffeehausliteratur Schreibwerkstatt

	Malerei und Architektur der Jahrhundertwende Fällig: Quizlet zu Kapitel 10
Montag, der 26. Oktober	KB, S. 130-131 Typisch, oder? Hausaufgabe, AB, S. 150-151
Mittwoch, der 28. Oktober	KB, S. 132-133 Hausaufgabe, AB, S. 152-153 Kaffeehausliteratur Schreibwerkstatt
Montag der 2. November	Wiederholungsspiel Grammatikwiederholung
Mittwoch, der 4. November	KB, S. 136-137 Klischees Hausaufgabe, AB, S.157-158
	Österreich- Klischees Schreibwerkstatt Fällig: Quizlet zu Kapitel 12
Montag, der 9. November	KB, B 1, Gute Reise S. 8-10 Hausaufgabe, AB, S. 8-10
Mittwoch, der 11. November	KB, 10-11 Hausaufgabe, AB, S. 10-11 Kaffeehausliteratur Schreibwerkstatt Urlaub in Wien
Montag, der 16. November	KB, S.12 Hausaufgabe, AB, S. 12
Mittwoch, der 18. November	KB, S. 13 Hausaufgabe, AB, S. 13 Kaffeehausliteratur Schreibwerkstatt Eigene Texte
Montag, der 23. November	KB, S. 14-15 Hausaufgabe, AB, S. 14

Mittwoch, der 25. November	KEIN UNTERRICHT: Thanksgiving
Montag, der 30. November	Kaffeehausliteratur Schreibwerkstatt Eigene Texte
Mittwoch, der 2. Dezember	Kaffeehausliteratur Schreibwerkstatt Eigene Texte
Montag, 7. Dezember	Kaffeehausliteratur Schreibwerkstatt Eigene Texte
Mittwoch, 9. Dezember	Kaffeehausliteratur Schreibwerkstatt Eigene Texte