

The University of Toronto

Fall 2009/German 100 Y

Texts: Deutsch – Na Klar!, (5th. edition) Di Donato, Clyde and Vansant. McGraw-Hill College
One notebook

GER 100 Course Coordinator: Mike Hager, 324 Odette Hall. Tel. 416.926.2325

Course Objectives: German 100 is designed to help develop communicative proficiency in the four language skills: listening, speaking, reading and writing. Additionally, you will be introduced to more cultural aspects of the German-speaking world through readings, discussions, and photos.

Language skills develop largely in two ways: through acquisition and learning. “Acquired” linguistic knowledge develops from practical communication experiences. It is the “feel” for the language and is the unconscious language knowledge applied in communication. “Learned” knowledge comes from studying. Thus, this course will provide you with “real” communication experiences - which is why your instructor will convey everything to you in German during instruction - and factual information will be part of the course material.

Class periods will be devoted mostly to communicative and interactive exercises. In order to participate actively in these activities, preparation at home and regular class attendance are essential. Though the main focus in class will not be on grammar structures, these are nonetheless an important part of language learning. If you have any questions about this material, don’t hesitate to ask your instructor for clarification or assistance - chances are that if you have a question, at least a couple of other students in the class are wondering the same thing.

Herzlich Willkommen und viel Erfolg!

Grade Weighting Scale:

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| 4 comprehensive tests | =30% |
| Comprehensive Final | =35% |
| Journal | =10% |
| Quizzes | =10% |
| Active Class Participation, attendance, and homework | =15% |

Test Make-up Policy: If you have an official excuse for the day of the test, you may make arrangements with your instructor to take a make-up test.

Comprehensive test policy: Comprehensive tests are usually given after two chapters have been covered in class. Each comprehensive test will last the complete class period. Those classes that are double periods will only use one period for the test.

Though test formats are not “fixed” and may be subject to change as the course develops, several or all of the following parts may be found in the format of each unit test:

Hörverständnis: A short passage incorporating the themes and vocabulary from the most recent units tests students’ listening comprehension. Answers are usually true/false or fill in the blanks.

Leseverständnis: A short reading passage incorporating the themes and vocabulary from the most recent units tests students’ reading comprehension. Answers are usually multiple choice.

Was ist richtig/logisch?: This multiple choice section tests students’ ability to recognize and choose the appropriate

forms or words used to complete sentences, phrases and common expressions.

Fragen & Antworten: Students are required to provide an individual yet appropriate response when prompted by a given question or answer. Ex.: _____? *Ich habe 5 Brüder.* Possible answers: *Wie groß ist Ihre Familie? Wie viele Brüder haben Sie? Wie viele Geschwister haben Sie?*

Bilderbeschreibung: Students provide several sentences describing pictures selected from the text or workbook.

Wortfelder: This section tests students' recall of vocabulary items according to word fields covered in the most recent units. Ex.: *Nennen Sie drei Berufe!* Possible answers: *der Anwalt, die Ärztin, der Verkäufer.*

Target grammar: This section tests students' ability to complete grammar-oriented tasks according to the rules reviewed and practiced in class. The format usually consists of fill-in or transformation-type tasks.

Kulturfrage: General questions pertaining to the cultural information covered in class.

Even though students are responsible for all the information covered in class and contained in the chapters designated on the syllabus for the comprehensive tests, *all* material cannot realistically be included on a test; students can expect, however, to be fairly tested on the practical and obvious points of each chapter, as well as on information and concepts deemed "standard" for the course by the department and coordination.

Journals: Each student is expected to purchase a notebook to use as a journal. Every two weeks students are expected to write a short entry in German using the new material learned in class. Your instructor will provide you with a topic for each entry. Journals will be collected once every two weeks, commented on by your instructor and given a grade for content and style. The average of all these grades is the final journal grade for the semester.

Class participation, attendance, and homework: This grade is divided as follows; 1/3 of grade for class participation, 1/3 for attendance, and 1/3 for homework.

Class participation depends on several factors. Your regular attendance in class is paramount. However, just showing up to class is not enough! It is expected that you actively take part in class work and discussions, and if for some reason you don't understand or follow what your instructor expects of you, it is your responsibility to ask. This also applies to group work. Just sitting in a group isn't enough to get a decent grade for class participation! Those who attend class regularly, take part, and produce excellent German will receive a minimum grade of 90%. Those who attend class regularly, take part, and produce good German will receive a minimum grade of 80%. Those who attend class regularly, take part, and produce acceptable German will receive a minimum grade of 70%. Any performance below 70% will be judged and graded appropriately by your instructor. Class participation grades will be given after the first five weeks of class, after ten weeks and at the end of the semester. Your instructor will provide you with your grade after each period so you can have an idea how you are doing so far.

Attendance: The German Department allows each student enrolled in a German language class a **MAXIMUM OF 4 UNEXCUSED ABSENCES per semester (For those classes that meet only twice a week, this means only two complete class meetings). FOR EACH SUBSEQUENT UNEXCUSED ABSENCE, A STUDENT WILL INCUR A 10% PENALTY OFF THE CLASS PARTICIPATION GRADE OF THE COURSE.** An excused absence is defined as one that has been validated in writing by a physician, clinic, or a person of authority, e.g. college registrar. Absenteeism inherently has indirect bearing upon all other aspects of the grade weighting - homework assignments and test items are based on tasks, activities and information integrated into class time instruction.

Homework: Because your class only meets two or four times a week, it is necessary for your instructor to give you homework assignments. These will be either corrected in class or by your instructor at home (your instructor's option).

Quizzes will be given at regular intervals at your instructor's discretion. They will include the material covered in class since the last quiz. On average there will be approximately 10 quizzes per semester.

Instructors will provide the class with an individual policy statement. This policy sheet will explain the instructor's

policy with regard to grading and accepting homework papers, essays, allowing visitors, taping of instruction etc. Each instructor is responsible for her/his own daily planning and execution of material being covered in this course. If there are any questions or disagreements, please feel free to talk to your instructor or to Dr. Hager michael.hager@utoronto.ca. It is best to clear up questions as soon as possible.

Academic **Integrity Statement**: Academic integrity is defined as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, using online translators, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Disability Access: The department encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by provincial or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

German 100 Fall Session 2009

Tentative Syllabus

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| Woche eins 9.-11. Sept. | Einführung Kulturtipps: Forms of Address, Inquiries About Someone's Well-Being, Country Abbreviations, „Wo spricht man Deutsch?“ |
| Woche zwei 14.-18. Sept. | Kapitel eins: „Das bin ich“ Wörter im Kontext: Thema 1 Grammatik im Kontext: Nouns, Gender and Definite Articles, and Personal Pronouns |
| Woche drei 21.-25. Sept. | Kapitel eins Wörter im Kontext: Thema 2 Kulturtyp: „Einwohnermeldeamt“ Grammatik im Kontext: The Verb, Word Order |
| Woche vier 28. Sept.-2. Okt. | Kapitel eins Wörter im Kontext: Thema 3 Sprache im Kontext Kulturtyp: Foreigners Grammatik im Kontext: Asking Questions |
| Woche fünf | Kapitel zwei: „Wie ich wohne“ |

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| 5.- 9. Okt. | Wörter im Kontext: Thema 1 und 2 Grammatik im Kontext: Plural, the Nominative and Accusative Cases |
| Woche sechs 13.-16. Okt. | Kapitel zwei: „Wie ich wohne“ Wörter im Kontext: Thema 3 Sprache im Kontext Grammatik im Kontext: The Verb „haben“, Negation, and Verbs with Stem-vowel Changes, Demonstrative Pronouns |
| Woche sieben 19.-23. Okt. | Kapitel zwei Test Eins on Tuesday of this week. The section that meets on Monday and Wednesday will take the test on Monday during the second hour. Kapitel drei: „Familie und Freunde“ Wörter im Kontext: Thema 1 Grammatik im Kontext: Possessive Adjectives |
| Woche acht 26.-30. Okt. | Kapitel drei Wörter im Kontext: Thema 2 Kulturtyp: Holidays Grammatik im Kontext: Personal Pronouns in the Accusative Case |
| Woche neun 2. Nov.-6. Nov. | Kapitel drei Wörter im Kontext Thema 3 Kulturtyp: Birthdays Grammatik im Kontext: The Verbs „werden, wissen und kennen“ |
| Woche zehn 9.-11. Nov | Kapitel drei Sprache im Kontext Kapitel vier: „Mein Tag“ Wörter im Kontext: Thema 1 Grammatik im Kontext: Separable Prefix Verbs |
| Woche elf 16.-20. Nov. | Kapitel vier Wörter im Kontext: Thema 2 und 3 Kulturtyp: Theater Grammatik im Kontext: Modal Verbs and Imperative |
| Woche zwölf 23.-27. Nov. | Kapitel vier Sprache im Kontext |
| Woche dreizehn | Test Zwei on Tuesday of this week |

30. Nov.-4. Dez.

The section that meets on Monday and Wednesday will take the test on Monday.