

University of Rhode Island

# **BEGINNING GERMAN I**

GER 101 – Summer Session I 2020



## **Willkommen!**

I would like to extend a warm welcome to you and congratulate you on learning a foreign language! Just by enrolling in this class, you have demonstrated a rare willingness to learn, unlearn and relearn something taken far too often for granted in this country—language itself. This course is designed for students who have not previously studied German. We will explore German-speaking cultures and learn to write, read, hear and speak the German language. By the end of the semester, you will be able to understand simple sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, hobbies, abilities, local geography, shopping, travel, employment, etc.). You will also learn how to respond appropriately to basic questions and elicit information from a variety of basic German language texts. The course will cover 4 chapters of the main textbook *Impuls Deutsch 1*.

**Instructor:** **Norbert Hedderich**, Modern Languages, 104 Swan Hall, [hedderich@uri.edu](mailto:hedderich@uri.edu)

**Class Meets:** ONLINE + twice a week live group sessions with the instructor  
You will do most of the work for this class independently online. This will include listening, comprehension, speaking, reading and writing assignments, which are part of the online textbook and workbook. In addition, we will have one-hour live online group meetings with the instructor twice a week. Times for these meetings will be mutually agreed on at the beginning of the course.

## REQUIRED TEXTBOOKS



Tracksdorf, Coleman, Rarick, Weidauer (2019). *Impuls Deutsch 1: Intercultural, Interdisciplinary, Interactive* ("MACHEN" Course book). Stuttgart, Germany: Ernst Klett Sprachen.

Rarick, Tracksdorf, Geithner, Weidauer (2019). *Impuls Deutsch 1: Intercultural, Interdisciplinary, Interactive* ("LERNEN" + „ZEIGEN“ Digital Workbook). Stuttgart, Germany: Ernst Klett Sprachen.

The textbook is available as a *Blended Bundle* in the URI bookstore. This means, you will receive a physical copy of the course book (MACHEN) in the bookstore, which includes a **book code** for the digital workbooks (LERNEN + ZEIGEN). Once you have a book code, please follow the orientation on Sakai, but clicking on "START HERE".

## SAKAI & BLINK LEARNING

This course relies heavily on Sakai, which you can access via <http://sakai.uri.edu> using your eCampus ID and password. Here you will find the list of homework assignments for each day, additional course information, handouts, announcements, schedules of events (e.g. video evenings), and other resources. On Sakai, you will also receive your **class code** to register for Blinklearning.



Homework will be done in Blink Learning (more information about "Homework in the Flipped Classroom below"). In order to register for Blink Learning, you will need a **book code** (printed inside the coursebook of the Blended Bundle) and a **class code** (available on Sakai). **Information on how to purchase the textbook and book code will be sent to you two weeks before beginning of class.**

## GRADING AND REQUIREMENTS

### GRADING

LERNEN assignments	=	30 % (includes Quizlet)
ZEIGEN assignments	=	30 %
Quizzes	=	20 %
Participation	=	10%
Final Oral Interview	=	10%

## HOMEWORK IN THE FLIPPED CLASSROOM

This course is setup as a flipped classroom with three parts:

### A) LERNEN (*studying, learning, preparing*) – at home in BlinkLearning and Quizlet

**WHAT:** The LERNEN activities in BlinkLearning and vocabulary sets on Quizlet will help you learn and practice new structures at your own pace *prior* to coming to class. Everything that follows depends on this step, so you must commit to independent study and preparation before every class.

**DUE:** The LERNEN activities in BlinkLearning and the vocabulary set on Quizlet are always due at the beginning of the class that you are preparing for. For example: If we are covering Unit 19 next time in class, do all assigned LERNEN activities in BlinkLearning and the Quizlet set for Unit 19 (see Sakai for a list of activities and direct links for each day) **before** that class. You are not allowed to hand in any LERNEN assignments late.

**POINTS:** Your ZEIGEN grade for the chapter will be transferred from BlinkLearning to your Sakai Gradebook at the end of each chapter. In order to receive 100% for your Quizlet set, you have to finish the "LEARN" activity, until all words are "mastered". Your grades for each chapter will be transferred from BlinkLearning and Quizlet to your Sakai Gradebook at the end of each chapter. Once the grade has been transferred, no changes to your LERNEN grade are possible for that particular chapter.

**WHAT:** When we meet in groups twice a week, you will have already familiarized yourself with the material so that we can proceed directly to practice and group work. I will generally not lecture or introduce new material during this time period. Instead, I will create situations in which you can actively use new and scaffolded structures during the class period. Remember, you are not expected to have a 'perfect' performance in class--learning a language always means accepting uncertainty and making informed guesses. Rather, the emphasis is on using the material to express yourself verbally with increasing confidence, variation and accuracy.

C) ZEIGEN (*showing, demonstrating*) – **mostly at home in BlinkLearning, with short quizzes in class**

**WHAT:** After each class, you will have time to revisit and/or reflect on the covered material.

**DUE:** The ZEIGEN assignments in BlinkLearning for a particular Unit are due prior to our next class meeting. It is highly recommended that you complete these exercises on the same day the material is incorporated in class. The additional in-class quizzes are unannounced.

**POINTS:** Your ZEIGEN grade for the chapter will be transferred from BlinkLearning to your Sakai Gradebook at the end of each chapter.

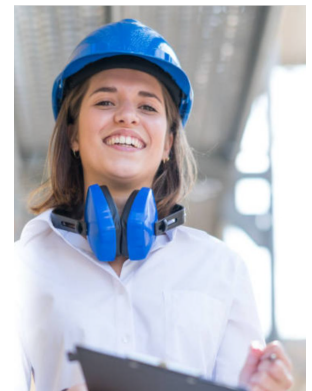
As a summary: After each class, you will demonstrate that you understand what we did in class (ZEIGEN). You will then study new material and prepare for the next class (LERNEN). For example, after Unit 4 in class, you are doing the ZEIGEN assignments for Unit 4, and the LERNEN assignments for Unit 5 at home. Then you come prepared to do Unit 5 in the then class. Then again: Home (LERNEN for Unit 4), Class (MACHEN for Unit 4), Home (ZEIGEN for Unit 4 and LERNEN for Unit 5), Class (MACHEN for Unit 5), Home (ZEIGEN for Unit 5 and LERNEN for Unit 6), etc.

## HOW CAN I BEST SUCCEED IN THIS COURSE?

Work in regular stints. Cramming does not work, especially not in a foreign language. Check your URI Email daily for important announcements about the class.

## COURSE SCHEDULE (TENTATIVE)

Mon, May 18 - Mon, May 25	Ch. 1: Wer bin ich?
Tue, May 26 - Tue, June 2	Ch. 2: Was ziehe ich an?
Wed, June 3 – Wed, June 10	Ch. 3: Was ist da drin?
Thu, June 11 – Thu, June 18	Ch. 4: Wie optimiere ich mein Leben?





## LEARNING OUTCOMES AND GENERAL EDUCATION

Learners are expected to reach a level of “Novice High” or “Intermediate Low” on the ACTFL Proficiency Scale or the “A1” Level delineated in the Common European Framework of Reference for Languages (CEFR) by the end of their first year of German. This is what you will be able to do at the end of the first semester:

**Presentational Speaking and Writing:** You can introduce yourself and others using practiced or memorized words and phrases; present about important people in your life (such as friends and family), and their relationships to you; identify and name pieces of clothing, and describe what you and others wear; express likes and dislikes about clothing choices; describe your daily routine; compile grocery lists based on recipes; give others directions based on simple recipes; describe your home and express preferences about your ideal housing situation, describe selected works of art in simple language; write short texts (for example, a simple postcard, a general description of your apartment / home, and a simple poem); give short presentations based on information gathered in interpersonal interviews.

**Interpretive Listening and Reading:** You can understand and express basic formal and informal greetings in spontaneous spoken conversations; read and interpret timetables for trains and other forms of transportation; follow directions from a recipe; read and interpret food labels; gather food options in German-speaking cities through websites like Yelp; gather the key information from authentic texts (for example about the labeling of food items, basic principles of molecular cuisine, or health effects certain foods have); read simple statistics (for example about housing preferences in Europe and the U.S.); read basic chemical and mathematical formulas.

**Interpersonal Speaking and Writing:** You can to interact in a simple way; ask and answer questions about personal information such as name, age, height and occupation, where you live, people you know and things you have; exchange preferences with others about likes and dislikes; talk about your daily routine and ask others what they do on a normal day at college; talk about and compare different clothing options, talk about the weather and meteorological trends; make simple, straightforward transactions (i.e. ordering food in restaurants and cafés, shop for groceries, produce, vegetables, etc. in different types of stores); talk about potential dangers in your house, and how to avoid them; exchange simple technical information

### General Education Student Learning Outcomes

This course satisfies the requirements for two Student Learning Outcomes (SLO) in the General Education Program:

#### *Humanities Knowledge Area (Student Learning Outcome A3, Full Coverage)*

1. You will be able to identify facts, vocabulary, definitions, terms, concepts necessary for developing basic proficiency in speaking, listening, reading, interacting and writing in German.
2. You will be able to recognize concepts and tools relevant to read, write and communicate effectively and appropriately in German at an elementary level.
3. You will be able to ask questions relevant to the analysis and comprehension of a range of elementary written and spoken authentic German texts, dialogues, and other communications.
4. You will be able to collect information relevant to reading and writing elementary German texts – e.g. use of glossaries, dictionaries, authentic language materials and reference grammars.
5. You will be able to analyze the grammar and syntax of elementary German texts and communications to arrive at a basic understanding thereof.

#### *Global Responsibilities (Student Learning Outcome C2, Full Coverage)*

1. You will develop a sense of Global Identity and Global Self-Awareness as you explore, understand, and appreciate the cultures of German-speaking peoples and their contributions to an interdependent and multicultural global society.
2. You will gain a sense of the importance of Global Communication and the importance of Global Language as a conveyor of cultural values, thought and expression as you create, process, and negotiate meaning in German.
3. You will gain an understanding of the Global Impact of Perspective Taking by examining the cultural values and norms revealed in traditional cultural activities and experiences of German-speaking countries and contemporary features of modern German culture.

## SYLLABUS STATEMENTS

### A) ACCOMMODATIONS FOR SPECIAL NEEDS

(URI Statement)

Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested. It is the student's responsibility to make arrangements for any special needs and the instructor's responsibility to accommodate them with the assistance of the Office of Disability Services for Students.

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with

**Disability Services for Students Office**

330 Memorial Union

401-874-2098

[\(http://www.uri.edu/disability/dss/\)](http://www.uri.edu/disability/dss/)

239 Shepard Building

Feinstein Providence Campus

401-277-5221.

### B) ACADEMIC HONESTY

(URI Statement)

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation.  
**Instructor note: For a language course, this includes the use of translation tools such as Google Translate.**
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
  
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper or homework assignment for more than one course without prior approval from the instructors.

Please note that the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following website:

[http://gervaseprograms.georgetown.edu/h\\_c/plagiarism.html](http://gervaseprograms.georgetown.edu/h_c/plagiarism.html), the URI Student Handbook, and UNIVERSITY MANUAL sections on Plagiarism and Cheating at <http://www.uri.edu/facsen/8.20-8.27.html> - cheating.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

### C) ACADEMIC ENHANCEMENT CENTER

(URI Statement)

The work in this course is complex and intensive. To do the best you can, it's a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. AEC staff assist students with academic skills development as well as course-based content. Options for content tutoring include: joining a Weekly Tutoring Group (for BIO, CHM, CMB, CSC, ECN, MTH, PHY, STA), stopping by a Walk-In Center (for CHM, MTH, PHY), or making a One-Time Group Appointment. AEC tutors can answer questions, clarify concepts, check understanding, and help you learn to study effectively. For a complete description of services and schedules, visit [uri.edu/aec](http://uri.edu/aec), call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

(URI Statement)

The Writing Center, located in Roosevelt Hall 009, offers one-on-one peer tutoring for student writers who need help developing ideas or need advice on any aspect of writing. The Writing Center serves all student writers, not just “beginners.” Visiting writers are encouraged to bring a draft, notes, syllabus, or any relevant information to help facilitate the session. Students may view the schedule and make appointments. Sessions are 45 minutes per appointment and students are encouraged to make appointments in advance by logging onto [uri.mywconline.com](http://uri.mywconline.com). For more tips on how to make the best of your Writing Center appointment, visit [uri.edu/aec/writing](http://uri.edu/aec/writing).

#### E) STANDARDS OF BEHAVIOR

(URI Statement)

Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations,” which can be accessed in the University Student Handbook. If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices. visit.

#### F) CLASS ATTENDANCE

(URI Statement)

Students are expected to attend class and classroom activities. Occasionally, students may miss class activities due to illness, severe weather, or sanctioned University events. If ill, students should not attend class and should seek medical attention especially if they have a communicable disease such as influenza (flu). Students should not attend class when the University announces classes are cancelled due to severe weather. Also, it is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must inform each instructor and discuss options for missed classes or examinations. See [Sections 8.51.11 – 8.51.14 of the University Manual](#) for policy regarding make-up of missed class or examinations.