

# GERMAN 101

Beginning German I (3 credits)

Common Syllabus

<b>Instructor</b>	[ Add Instructor Name ]	<b>Section 01</b>	MWF 09:00 – 09:50 am	Location: Wash 133
<b>Office</b>	[ Add Office Location ]	<b>Section 02</b>	MWF 10:00 – 10:50 am	Location: Wash 208
<b>Office Hours</b>	[ Add Office Hours ]	<b>Section 03</b>	MWF 08:00 – 08:50 am	Location: Swan 207
<b>Email</b>	[ Add Email Address ]	<b>Section 05</b>	MWF 02:00 – 02:50 pm	Location: Swan 205

## Course Description

Designed for students who have not previously studied German, this course provides students with a basic understanding of the German language in several core competencies, including speaking, listening, reading, interacting and writing. Learners are expected to reach a level of “Novice Mid” or “Novice High” 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.

By the end of the semester, you will be able to: (1) introduce yourself and others and ask and answer questions about personal details such as where you live, people you know and things you have [Speaking]; (2) understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type [Listening]; (3) understand familiar names, words and very simple sentences, for example on notices, wanted and for-sale advertisements, posters or in catalogues [Reading]; (4) interact in a simple way (provided the other person talks slowly and clearly and is prepared to help) and negotiate simple appointments (without surprise or complexity) or make simple, straightforward transactions (i.e. buying furniture or items at a flea market) [Interactive Communication]; and (5) write short texts (for example, a simple postcard sending holiday greetings or a general description of your apartment / home) and fill in simple forms with personal details (for example, name, nationality, and address on a hotel registration form) [Writing].

## 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.

## Required Textbooks

Textbooks may be purchased on campus at the University Bookstore in the Memorial Union or from another vendor such as Amazon or the International Book Import Service (IBIS). Please get your books as soon as possible; the bookstore tends to run out of them early in the semester and it may take up to 3-4 weeks to reorder. Make sure you are purchasing the first volume (*Lagune 1*). You will also use these materials in GER 102.



1. **Textbook.** *Lagune 1, Kursbuch mit Audio-CD*  
[ ISBN 978-3-19-001624-2 ]
2. **Workbook.** *Lagune 1, Arbeitsbuch*  
[ ISBN 978-3-19-011624-9 ]
3. **German-English Glossary.** *Lagune 1, Glossary XXL Deutsch-Englisch / German-English / Grammar / Culture Notes*  
[ ISBN 978-3-19-441624-6 ]

## Required Online Course Segment

1. **Sakai.** 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 **homework assignments**, additional course information, handouts, quizzes, announcements, schedules of events (e.g. video evenings), and other resources.
2. **Audio Files for Listening Comprehension Exercises.** Your *Kursbuch* contains some but not all audio files needed for the course. With permission of the publisher, we have made all audio files for both the *Arbeitsbuch* and the *Kursbuch* available here (*the User Name and Password will be shared with you on Sakai during the first week of classes*):



<http://katchoo.mts.uri.edu/users/VLLLLagune1/>

## Grading

<b>Chapter Tests</b> (There will be at least three major exams and many mini tests)	35 %
<b>Attendance</b> (Presence)	10 %
<b>Participation</b> (Includes class participation, “energy”, homework, Sakai exercises, quizzes, audio work, videos, group and individual presentations, and other assignments)	40 %
<b>Final Exam, Oral Proficiency Interview / Skit / Video</b>	15 %

## Final Exam

Our final exam will be scheduled as a COMMON EXAM. The date, time, and location of all common exams at URI are usually released a few weeks before classes end. If history is a guide, we will probably be scheduled on one of the first days of common exams in the evening. Please check the following website in mid-November to confirm the date and time of our final:

Final Exam Schedule (Kingston): <http://www.uri.edu/es/calexams/FinalExamSchedule.html>

(You will find a list of common exam finals listed below the table once they are published. Common exams typically do NOT meet in our regularly scheduled classroom.)

## Oral Proficiency Interviews (OPI)

During the semester, we will observe your newly acquired speaking and interaction skills. You will be given the opportunity to prepare a topic we have discussed in class for a 10-15 minute long conversation, project or (video) skit (auf Deutsch!). Sign-up times and format for your individual and/or group oral proficiency interview will be announced near the end of the semester.

## Course Schedule (Tentative)

Introduction / Getting Acquainted (3 Stunden)					
Date(s)	Unit	Focus	Topics	Grammar / Vocabulary	Page
09/09 09/11 09/14		Einführung	Kennenlernen	Wie heißt du? Woher kommst du? Wo wohnst du?	

First Topic: "Menschen und Reisen" (12 Stunden)					
Date(s)	Unit	Focus	Topics	Grammar / Vocabulary	Page
09/16 09/18	01	Fokus Strukturen	Am Bahnhof sich begrüßen, sich vorstellen, sich verabschieden	Definitiver Artikel, Nomen im Singular und Plural Zahlen von 1 - 10	8
09/21 09/23	02	Fokus Lesen	Jan und Sara kurze Aussagen über Personen machen, Fragen stellen, Antworten geben	Indefinitiver Artikel, Personalpronomen, Wortfrage, Satzfrage, Konjugation: 1.- 3. Person Singular, Konjugation: 3. Person Plural	12
09/25 09/28	03	Fokus Hören	Reisende im Gespräch Dinge / Personen benennen und zuordnen	Negativartikel, Possessivartikel	16
09/30 10/02	04	Fokus Sprechen	Bekannte und Familie buchstabieren, Altersangaben machen	Alphabet, Zahlen bis 100	20
10/05 10/07 10/09	05	Fokus Schreiben	Urlaubsgrüße Ansichtskarten schreiben	Diktat, Vokale und Umlaute	24

Second Topic: "Personen und Aktivitäten" (11 Stunden)					
Date(s)	Unit	Focus	Topics	Grammar / Vocabulary	Page
10/14 10/16	06	Fokus Strukturen	Auf dem Campingplatz die Familie vorstellen, kleine Probleme lösen	Personalpronomen (Plural), Possessivartikel (Plural), Konjugation: 1. und 2. Person Plural	32
10/19 10/21	07	Fokus Lesen	Rekorde, Rekorde über Vorlieben und Fähigkeiten sprechen	Modalverb können, Satzklammer bei Modalverben, Angabe im Vorfeld	36
Online	08	Fokus Hören	Im Supermarkt Preis und Menge von Lebensmitteln angeben, Lebensdaten nennen	Zahlen von 100 bis 1000, Jahreszahlen, Genitiv bei Eigennamen	40
10/23 10/26	09	Fokus Sprechen	Woher kommen Sie? Essenswünsche äußern, Herkunft nennen	Konjugation haben, möchten, Ländernamen weltweit, Zischlaute	44
10/28 10/30 11/02 11/04	10	Fokus Schreiben	Arbeit und Hobby Formulare ausfüllen, eine Bewerbung schreiben	Diktat, Nationalitätsbezeichnungen	48

Third Topic: "Wohnen und leben" (11 Stunden)					
Date(s)	Unit	Focus	Topics	Grammar / Vocabulary	Page
11/09 11/13	11	Fokus Strukturen	Alltagsdinge nach etwas suchen, sagen, was man braucht	Akkusativergänzung	56
11/16 11/18	12	Fokus Lesen	Ein Krokodil und kein Telefon sagen, was man im Alltagsleben wichtig oder unwichtig findet	Akkusativergänzung im Vorfeld	60
Online	13	Fokus Hören	Möbel nach Zustand und Preis von Möbeln fragen, Wohnungsanzeigen lesen und verstehen	Akkusativ: Personalpronomen	64
11/20 11/23 11/25	14	Fokus Sprechen	Wie findest du ...? Gegenstände qualifizieren, um einen Gegenstand bitten	Definitpronomen, Indefinitpronomen	68
11/30 12/02 12/04 12/07	15	Fokus Schreiben	Auf Reisen in Europa eine Wohnung beschreiben, ein Fax schreiben	Diktat, Ländernamen in Europa	72

Wiederholung / Review (2 Stunden)					
Date(s)	Unit	Focus	Topics	Grammar / Vocabulary	Page
12/09 12/11		Wiederholung	LE 01-15 Review	LE 01-15 Review	

### Important Exam Information

EXAM 1 on October 12<sup>th</sup> (LE 01-05)  
 EXAM 2 on November 6<sup>th</sup> (LE 06-10)  
 EXAM 3 on December 7<sup>th</sup> (LE 11-15)

### Attendance & Participation

In a foreign language course, it is critical that you attend and participate in every class period. Your attendance benefits not only yourself but also your classmates who rely on you to conduct interviews, make presentations, and complete in-class work. The course moves at a rapid pace, and absences affect everyone. Hence, attendance is taken daily and used as a component of **BOTH** your attendance and participation score (i.e. if you weren't there, you couldn't have participated).

If you must miss a class, notify me beforehand in person, by phone or by e-mail **AND** contact your classmates to get notes/assignments. Please contact me immediately if you think you will miss a test or quiz, so that we can make other arrangements. Do not assume you will have an option to retake a missed assessment unless you contact me in advance by phone or email.

### Cellphones, PDAs, Laptops & Texting During Class

No. Seriously. Please leave them in your bag, on the floor or in a glass of water. For your safety and those of others, please keep electronic devices off your knee, away from your sleeves, and off of other surfaces near you (i.e. tables and chairs). Do NOT look at your device(s) "just to check" for something or to wait for an "important call/message." Language learning is an activity requiring your full attention, especially as it involves interacting with other human beings. Be there for them!

## About the Textbooks

### **Breakdown** (not yours, the book's)

*Lagune 1* comprises 6 themes (*Themenkreise*), which are each divided into 5 units (*Lerneinheiten*). Each *Lerneinheit* consists of four pages and focuses on a different aspect of the language: structures, reading, listening, speaking and writing (*Strukturen, Lesen, Hören, Sprechen, and Schreiben*, respectively).

6 Thematic Chapters

→ 5 *Fokus* Sections per Chapter

→ 4 Pages per *Fokus* Section

In this course, we will be covering the first three *Themenkreise*:

“Menschen und Reisen” = *Lerneinheit* 01, 02, 03, 04, and 05

“Personen und Aktivitäten” = *Lerneinheit* 06, 07, 08, 09, and 10

“Wohnen und leben” = *Lerneinheit* 11, 12, 13, 14, and 15

### **Colors**

Colors are used to organize course material, and you should check often to see which focal point a given page has ...

Orange = *Strukturen* - Structures

Light Green = *Lesen* - Reading

Pink = *Hören* - Listening

Dark Green = *Sprechen* - Speaking

Yellow = *Schreiben* - Writing

Purple = *Anker* – Summary of what you have learned

*Augenzwinkern* / Humorous review/take on what you have learned.

### **Wash, Rinse, Repeat**

You will quickly learn that each chapter is structured the same way. Please note that the following sections generally focus on one skill but will incorporate others as well.

- (0) **Einstiegsseite** (introductory page). Each new set of chapters (*Themenkreise*) starts with a photo collage related to the upcoming topic with authentic cultural information.
- (1) **Fokus Strukturen** (structures). Introduces and/or reviews important lexical and grammatical structures that will appear throughout the chapter.
- (2) **Fokus Lesen** (reading). Presents a variety of texts (letters, poems, reports, etc.) for reading comprehension and discussion.
- (3) **Fokus Hören** (listening). Provides a variety of audio sources (interviews, radio shows, announcements, dialogues, etc.) to practice listening comprehension. Pay particular attention to these chapters, as they often contain important vocabulary and grammatical features that will come in handy when completing online exercises.
- (4) **Fokus Sprechen** (speaking). Contains phonetic exercises and dialogues for speaking practice.
- (5) **Fokus Schreiben** (writing). Offers a wide variety of writing prompts and written exercises related to the rest of the chapter.
- (6) **Anker / Augenzwinkern** (review / taking stock; humor)

### **The Confusing Colors of the CD Symbol**

The CD symbol in the textbook appears in two flavors, BLUE and GREEN. The **BLUE** refers to the instructor's CD, which you do not have. BLUE CD symbols contain two numbers separated by a vertical line (i.e. “2 | 5”), since the instructor has several CDs to deal with. You will have access to all BLUE CD tracks via the URI media server (see login information in the “Required Online Course Segment” above).

The **GREEN** refers to the CD that came with your textbook. Since you only have a single CD, **GREEN** CD symbols refer directly to the track number on your CD (i.e. “2” or “3-4”)

It is easy to confuse the two types of CD, so be sure that you only reach for your CD if you see the **GREEN** CD symbol. You will note with some discomfort that both colors may be present for the same exercise.

### Three Places to Find Vocabulary and Grammar Help

	VOCABULARY		GRAMMAR	
	Unit Level (Lerneinheit)	Book Level (Buch)	Unit Level (Lerneinheit)	Book Level (Buch)
Kursbuch	NO	YES, on pp. 201-214 --sorted alphabetically --gender information --verb information --page # of first occurrence --no translations provided	YES, --provided in “blue boxes”	YES, on pp. 166-178. --grammar tables (no English) --table of contents on p. 166
Arbeitsbuch	YES, at the end of each unit --sorted by nouns, verbs, expressions, etc. --gender information --verb information --no translations provided	NO	YES, at the end of each unit before vocabulary --grammar tables --references grammar paragraphs in <i>Kursbuch</i> --no English	NO
Glossar	YES, by unit --sorted by page # --gender information --verb information --provides English translation	NO	YES, on pp. 43-82. --grammar tables --English explanations --Examples in English --Numbers link to <i>Arbeitsbuch</i> exercises --Paragraphs link to <i>Kursbuch</i> grammar paragraphs	

### The Joy of Language Learning

**Have Fun & Live Longer.** Learning a new language is fun, and you will find the time spent in the language classroom to be more enjoyable if you reach out to your classmates to practice what you are learning. When getting together with one or two of your classmates outside of class, make time to play with the language. What you may not know is that learning languages of any sort gives your brain a lifelong workout—studies have shown that language learning and brain exercises improves memory, increased IQ, and can forestall the onset of Alzheimer’s and dementia. More importantly, though this hasn’t necessarily been published in any reputable journal, language learning actually makes you much more attractive to others but much less enticing to ants, bees and mosquitoes. Countless unpublished studies indicate that you will also be better able to find a parking space on campus, even as a freshman, by learning another language.

**Speak & Listen.** This course will also give you ample opportunities to work in small groups or with a partner to engage in a wide range of communicative exchanges. Most classroom interactions will be in German to give you more occasions to hear and use the language in both routine and humorous ways. Who knows, you may meet Mr. or Mrs. Right right here!

**Read & Learn.** While this course draws heavily on your own experience and on group and partner interaction, we will be also dealing with a number of reading passages. All authentic texts contain difficult idiomatic structures, specialized vocabulary and complex language structures—learning to glean critical information, structure temporal sequences, and simplify passages are key skills in learning German. Your consistent work with the text is the primary way to contribute extensively to the course’s success. Reading is still one of the core inputs for successful language acquisition and practically the only reliable method of learning new words and expressions in context.

### How Can I Best Succeed in this Course?

1. **Participate in Class Activities** (this generally requires your physical presence)  
Your success in learning the basics of German will rely to a large extent on your and your classmates’ curiosity, energy, and enthusiasm. Please take advantage as many opportunities to expand your study of German as possible while encouraging your classmates to do the same.
2. **Meet with Your Instructor or a Tutor if You Encounter Difficulties or Need Additional Practice.**  
Seriously. The earlier we learn of a problem / situation, the better we are able to help.
3. **Make sure that you check your email and Sakai on a daily basis.** Sakai will be the **most frequently used tool** in this course—check the site FREQUENTLY for information, assessments, and assignments. Announcements are posted on Sakai and generally forwarded to email address you have listed in eCampus. Initially, you will also receive email notifications when a homework assignment is available. Do not rely solely on system-generated email notifications.

4. **Complete and Turn in All Assignments On Time** (essays, videos, online homework, etc.)
5. **Don't wait until the LAST MINUTE to do HOMEWORK ASSIGNMENTS.**
  - a. In the beginning, you will need additional time to familiarize yourself with Sakai and how exercises are presented on Sakai. Later, you will find that additional complexity will require additional time and attention. If you need technical help, contact URI's Help Desk.
  - b. In the middle, you will learn to spread out assignments and let language-learning work for you. Just as "cramming" rarely leads to sustained mastery, so does "binge Sakaiing". Friends don't let friends binge Sakai.
  - c. In the end, you will notice that much material found on exams comes directly from homework assignments.

**Homework** Really? A whole page on homework?

1. **Will there be any Homework?**

Yes, homework will be assigned daily. These assignments will usually be based on the *Kursbuch* or *Arbeitsbuch*, but may take other forms, e.g. short compositions and video interviews.

Assigned homework is usually due the next time the class meets. To maximize points, be sure to complete and turn in (or submit) exercises before the deadline (and especially before the retraction date).

2. **Where can this Homework be found?**

Most *Arbeitsbuch* and many *Kursbuch* assignments are available online on Sakai. Other assignments will be distributed in class or via the announcements tool.

3. **An IMPORTANT note about the Physical and Virtual Workbooks.**

Workbook exercises give you critical practice with the material in each chapter of your textbook. The electronic format's instant feedback allows you to better assess your progress and identify the areas in which you need further study.

You are highly encouraged to complete workbook exercises in PENCIL first, then enter the information in the corresponding workbook exercise ONLINE. Many students prefer to do their work ONLINE first (with limited or unlimited submissions), then copy over their answers to the PHYSICAL workbook.

Either way is ok, as long as you do both, because having a copy of your work in PHYSICAL form is critical for studying—the online workbook is quite helpful in terms of feedback and entry, but it is not as helpful as paper in learning and reviewing the material.

**==> Remember that only ONLINE version of the workbook is GRADED**

4. **Dating Service.**

Each Sakai assignment has an **availability date**, a **due date** and a **retraction date**. Please monitor these three dates carefully, especially the due date (and time).

- a. For most exercises on Sakai, you have an unlimited number of submissions BEFORE the deadline. As most submissions are on a "highest score counts" basis, each subsequent submission can drastically improve your score.
- b. AFTER the due date, you have just a SINGLE submission available—once you've clicked into the assignment, you have used up your late-submission opportunity, whether you actually intended to submit the assignment or not.
- c. Once an assignment has been retracted, it cannot be completed or even seen via Sakai. It is very difficult to accommodate students once an assignment has been retracted, and the system will regularly assign a value of ZERO to the assignment. Instructors cannot override scores for submissions after the retraction date if the student did not make an initial on time or late submission.
- d. Note: Only students who submit assignments on time or during the "late"-period have access to their own submissions until the end of the semester, even if the assignment has been retracted.



## SYLLABI STATEMENTS

### **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 at 330 Memorial Union, 401-874-2098 (<http://www.uri.edu/disability/dss/>) or 239 Shepard Building, Feinstein Providence Campus, 401-277-5221.

### **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
- 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/hc/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.

### **Academic Enhancement Center** (URI Statement)

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (<http://www.uri.edu/aec/>) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. All services are free (the coffee is free as well!), and no appointment is needed. You can call for complete information at 874-2367, check their website at <http://www.uri.edu/aec/>, or just stop by the center on the fourth floor of Roosevelt Hall. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at <http://www.uri.edu/prov/studentresources/help/academicskills.html>. In addition, the Saturday Skills for Success program offers workshops and tutoring from 10 am-1 pm during fall and spring semesters.

### **The Writing Center** (URI Statement)

The Writing Center is for all writers, all disciplines, at all levels, and all stages of writing. If an instructor suggests that you go to the Writing Center, it is not a punishment and does not mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (874-4690). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. See their Web Page: <http://www.uri.edu/artsci/writing/center/index.shtml> for tips on how to make the best of your Writing Center visit.

### **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.

### **Religious Holidays**

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 provide written notification to each instructor prior to a planned absence and make arrangements to make up missed work.