

German 101-51: Beginning German I John Carroll University	Fall 2015
Julia Karolle-Berg, Ph.D. Associate Professor of German	
Instruction Times: MWF 10.00 – 10.50am in AD47.	
Office Hours: M 2.00-4.30pm, W 3.30-4.30 pm; FR 2.00-4.30pm pm in OC140.	
Telephone: 216.397.4193	
Email: jkarolle@jcu.edu	
Mail may be dropped 9.00am – 5.00pm in OC131, the workroom of the Department of Classical and Modern Languages and Cultures.	
All materials, including daily homework assignments, links to course materials, this syllabus and other relevant course documents, are available online through the German 101 course on Canvas (JCU’s Learning Management System). If you lose a document or are unsure of an assignment, please consult Canvas first.	

- I. **German 101 and Integrative Core Requirements:** German 101 is for students who have had little or no previous instruction in German. Students who successfully complete German 101 may continue with German 102. For those students with no previous knowledge of German, German 101 fulfills the first semester of the two-sequence language requirement for the Integrative Core; those students must then complete German 102 to fulfill the requirement. Students with previous knowledge of German must complete the third semester (German 201) for the Integrative Core.
- II. **Course Description.** This course provides students with a foundation for communicating in the German language. Consistent with current, best practices in modern language teaching and learning, this course is structured to maximize opportunities to communicate in German in order to achieve novice-mid proficiency in speaking, listening, writing and reading. Descriptions of the novice-mid level of proficiency is provided below.

Students will also develop their understanding the culture of the German-speaking world with respect to 1) factual knowledge, 2) an awareness of students’ own culture and the perspectives associated with other cultures, 3) intercultural competence – i.e., communicating across cultures, and 4) negotiating cultural miscommunications.

The most effective use of our time in-class will be to engage in meaningful communication and collectively explore cultural, social, and historical aspects of the German-speaking world. The focus of this course is **not** on memorizing and mechanically reproducing grammatical forms, and I will not lecture on grammatical features of the German language. Some grammar support is provided through *Auf geht’s*, and you will complete some grammar-focused exercises on your own outside class. For those seeking more in-depth explanations, high-quality, grammar tutorials can be found on youtube and other online sources. You are also welcome to attend office hours if you seek further assistance and support.

You are expected to complete assigned work outside the classroom in preparation for each session of German 101 – reading and completing the interactive components of the course (IA), completing writing assignments in the *Lernbuch* (LB), or submitting assignments via Canvas. To complete this work, you should expect to spend approximately 1 ½ hours outside of class for every

class session. You are co-responsible for learning the material in this course and therefore should come prepared each day, with specific questions on the material that you have not understood.

Finally, motivation is a significant predictor of successful learning. What goals are you motivated to meet that will drive you to do well in this course? Given what you know about yourself as a learner, what do you need to do to be successful in this course and in your studies at John Carroll?

III. Goals and Learning Outcomes. As a course offered in the Department of Classical and Modern Language and Cultures, German 101 meets the University's Learning Goal to prepare students to "act competently in a global and diverse world." This institutional goal is met through departmental learning goals in three areas: 1) **skillful and effective communication in a language other than English**, 2) **cultural and linguistic knowledge of a target language area**, and 3) emerging **intercultural competence**. In the context of this course, students will make progress toward attaining these goals by demonstrating the following outcomes.

A. Communication. Upon successful completion of the course, learners should be able to engage in effective communication at the **novice-mid level** in the five areas listed and described below.

1. **interpersonal communication:** Learners are able to communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. **interpretive listening:** Learners are able to recognize some familiar words and phrases when they hear them spoken.
3. **interpretive reading:** Learners are able to understand some learned or memorized words and phrases when they read.
4. **presentational speaking:** Learners are able to present information about themselves and some other very familiar topics using a variety of words, phrases and memorized expressions.
5. **presentational writing:** Learners are able to write lists and memorized phrases on familiar topics.

B. Upon successful completion of the course, learners should be able to meet the following learning outcomes related to **cultural and linguistic knowledge**:

1. demonstrate knowledge of some customs of the culture of a target-language area. In the context of this course, this means that learners can describe similarities and differences in German-speaking countries and the US with respect to how people greet and introduce themselves; perceptions and stereotypes of themselves and the other cultural area; norms and values in living arrangements; and entertainment culture.
2. compare linguistic features of the target language with those of English. In the context of this course, this means that learners can provide examples of at least four ways that German and English differ (morphology [word formation, conjugations, declinations], syntax [possible arrangements of words in a language], semantics [what words mean], pragmatics [what is implied in words], phonology [how sounds are produced]), and how communication is achieved, albeit differently.

C. Upon successful completion of the course, learners should be able to meet the following learning outcome related to **intercultural competence**:

1. interpret an event, cultural product, or issue from the perspective of a worldview outside their own. In the context of this course, this means that students can synthesize information provided by cultural sources from the target-language area to provide reasonable and valid interpretations of data, facts, or questions.

IV. Course Materials

A. **Required:** *Auf geht's* 2nd edition book and DVD-ROM. ISBN: 978-1-886553-44-6

NOTE: STUDENTS ARE STRONGLY ADVISED AGAINST USING OTHER VERSIONS OF *AUF GEHT'S* IN THIS COURSE. REGARDLESS OF THE EDITION STUDENTS PURCHASE, THEY ARE RESPONSIBLE FOR COMPLETING ALL ASSIGNMENTS AS THEY APPEAR IN THE 2ND EDITION OF *AUF GEHT'S*. ALL STUDENTS MUST ALSO ENROLL IN THE INTERACTIVE COMPONENT OF THIS COURSE IN ORDER TO RECEIVE CREDIT FOR THOSE ASSIGNMENTS.

Students who acquire their texts through the JCU bookstore have already purchased the DVD-ROM required to access the on-line interactive software. Please hold on to your book and DVD-ROM at the end of the semester if you plan to enroll in German 102 in spring 2016.

B. **Recommended:** any German-English Dictionary with 50,000 entries or more.

V. Course Expectations.

A. **Academic Integrity in this Course.** Integrated into the structure and requirements of this course is an honor code. This means that students will be granted certain benefits with the expectation that they must also meet certain requirements in exchange. As long as all members of the community observe the honor code, the benefits will continue to be extended.

A benefit of the honor code is that formative assessments (i.e., quizzes) will be taken outside class. A requirement of the honor code is that each student completes each of the assessments on his or her own, following the guidelines outlined below regarding academic honesty. Because an honor-code environment only works when all members of the community abide by it, students in this course are also expected to report known infractions to the honor code to me.

If, during the course of the semester, I have evidence that students are not honoring the code, the benefits will be retracted, and all subsequent assessments will take place in a proctored environment. Please note that this will likely require a revision of the schedule as provided here.

The John Carroll University policy on academic honesty can be viewed in its entirety in the *Undergraduate Bulletin* (2013-15), pp. 112-13. Excerpts are provided here for your convenience.

“Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of all the instructors.

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds. (...)

Penalties, appropriate to the severity of the infraction, may include [a grade of zero] for the assignment or failure in the course. In cases of academic dishonesty where the student chooses to withdraw from the course rather than receive a course grade of “F,” the grade of “F” instead of “W” may be assigned at the faculty member’s discretion. In egregious cases and/or cases of repeat dishonesty, additional penalties may be determined by the dean, such as suspension or dismissal from the University. In a case of dismissal, Academic Dismissal will be noted on the transcript.”

Cheating or unethical behavior in the context of this course includes but is not limited to: using translation software to produce language that you claim to be your own, getting help from an advanced learner or native speaker to complete an assignment; “copying a few sentences of material without footnoting them; [...] plagiarizing from public material in preparing a paper; getting exam questions or answers (ahead of time) from someone who has already taken the same exam; copying from another student on a test or exam [...]; working on the same homework with several students when the teacher does not allow it; turning in a paper done entirely or in part by another student(s); giving answers to other students during an exam; and using (unpermitted or unauthorized) crib notes (or cheat notes) during an exam.” Depending on the severity of the infraction, students caught cheating will earn either zero credit for the assignment in question or a failing grade for the course. Please note that both those who (knowingly) provided information and those who accepted it are considered implicated (Quote from Donald McCabe, Kenneth Butterfield, and Linda Treviño, *Cheating in College* 2012: 3).

B. Final Grades for the course will be calculated as follows. I will use the gradebook on Canvas to record grades during the semester.

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69	D 60-66	F 59 and lower	

Final Grading		Midterm Grades for First-Year and Transfer Students (These figures reflect approximations only)	
Home- and Classwork Assignments:	25%	Formative Assessments:	40%

Formative and Unit Performance Assessments:	35%	Homework:	30%
Participation:	20%	Participation:	30%
Final Performance Assessments:	20%		

C. **Home- and Classwork Assignments** will be collected regularly and will be graded based on completion of assignment and number of errors (within reasonable performance expectations given your language level). There are two types of homework required for this course: **1. Occasional Home- and Classwork**, which we either discuss in class or I will collect to review on the day it was assigned. These assignments will usually be worth about 10 points each. For assignments in the *Lernbuch* (i.e., hard copy of *Auf geht's*), you are encouraged to complete them directly in the book. I will not collect these, but will regularly check to make sure you've completed them and go over any areas where you have questions. **2. Interactive Homework** is completed through the software for *Auf geht's*. At the end of each sub-unit for the chapter, you are asked to create a pdf of your homework report and submit it to me via Canvas. Due dates for these assignments are posted in Canvas and in the semester overview. Please note that because homework deadlines are provided well in advance and are usually submitted electronically, you should have no difficulty submitting work on time even if you are not in class. **Homework will not otherwise be accepted late or due to an absence unless arrangements are made in advance.**

While students may email me in **emergency situations** to find out information about a missed class session or assignment, each student is encouraged to find a buddy in class for sharing notes and information.

D. **Formative and Unit Performance Assessments.** Approximately once a week, students will submit short "formative assessments" online that evaluate their ability to perform certain tasks or demonstrate achievement of a certain skill: for instance, being able to listen to and write down numbers 0-99, or being able to spell words accurately in German. These assessments are usually available for students for a week or longer; students may therefore move through them at their own pace, completing them early if they feel ready to do so. However, absolute deadlines are set by which they must be completed. Most formative assessments are due by 3pm on the date indicated on the semester schedule and in Canvas.

These assessments are considered *formative* because they allow students to test their abilities and gain a sense for where they need to improve before completing a larger, *summative* assessment at the end of the unit. The skills tested in the formative assessments also reflect the component parts of what will be evaluated in the end-of-unit performance assessments. These end-of-unit assessments will be more open-ended and personal, requiring students to record or write something in German. Students are expected to complete all formative and summative assignments in observance of the standards for academic integrity detailed above. All assessments will therefore require you to record yourself certifying that you have not engaged in any act of academic dishonesty.

- E. Active Participation** is a key element in learning a language. In order to participate productively, students are expected to pay attention, be prepared for class daily by being able to participate actively and effectively, to speak German, to participate in whole-class, group and partner work, to avoid activities that are distracting to other students (some examples listed below), to complete activities in a timely fashion, and to work with a variety of other students.

Participation points will be determined by a self-evaluation form completed by students at the end of every two weeks – online via Canvas. Please remember to complete this assignment by Friday at 3pm during the weeks when it is due. I will also keep track of your participation and will compare my scores with the ones you assign yourself. By monitoring your participation throughout the semester, you should always know in what ways you can improve your performance if you wish to do so. Please note that part of your participation grade is determined by whether you complete the write-in assignments in the *Lernbuch* of *Auf geht's*.

NOTE: IT IS DISTRACTING TO OTHER STUDENTS AND DISRESPECTFUL TO ME TO EAT, SLEEP, TEXT, DO WORK FOR OTHER CLASSES, PLAY GAMES OR ENGAGE IN UNNECESSARY CONVERSATION DURING CLASS SESSIONS. WHEN YOU COME INTO THIS CLASS, PLEASE TURN OFF OR MUTE YOUR CELL PHONE AND PUT IT OUT OF SIGHT. STUDENTS WHO ENGAGE IN THE ACTIVITIES LISTED ABOVE OR SIMILARLY DISTRACTING BEHAVIOR WILL RECEIVE ONE WARNING. STUDENTS REQUIRING MORE THAN ONE WARNING WILL BE ASKED TO LEAVE THE COURSE AND MAY FACE DISCIPLINARY MEASURES.

- F. Attendance** is taken daily. In this course, no distinction is made between excused and unexcused absences. Three (3) absences in general, no questions asked, will be allowed in this course without penalty. These three absences include those incurred for academic, athletic, service-related, illness, or other reasons. Students who anticipate an absence are encouraged to notify me in advance and will be able to make other arrangements to submit assignments. Each subsequent absence will result in a one percent (1%) reduction of your final grade. Where relevant, these points will be removed from a student's participation grade at the end of the semester. It is possible to fail this course based on poor attendance.
- G. Final Performance Assessments.** During the last weeks of the semester, students will complete a series of tests that will assess the level at which they are communicating in interpersonal speaking and listening, writing, reading, and listening. The interpersonal speaking and listening test and the interpersonal writing test will both be conducted on Friday, November 27th during the normal class period but in OC101 (Language Learning Center). The interpretive reading test and interpretive listening test will be conducted during the scheduled final exam period for the course. More information will be provided by your instructor during the first weeks of the semester.

VI. Additional Policies

- A. Policy on Documentation and Accommodation of Disabilities.** In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please

keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

- B. Statements on Discrimination, Sexual Harassment and Bias.** John Carroll University is committed to fostering a learning and working environment based open communication, mutual respect, and ethical and moral values consistent with Jesuit and Catholic traditions. The University seeks to provide an environment that is free of bias, discrimination, and harassment, including sexual harassment.

If you have experienced sexual harassment/assault/misconduct/gender/sex/sexual orientation, and you share this with a faculty member, the faculty member must notify the Title IX Coordinator, Kendra Svilar, J.D., who will discuss options with you. She can be reached by email at ksvilar@jcu.edu or (216) 397-1559. For more information about your options and resources, please go to <http://sites.jcu.edu/hr/pages/resourcespolicies/title-ix/>.

If you have experienced bias or discrimination based on race, age, sex*, sexual orientation*, religion, ethnic or national origin, disability, military or veteran status, genetic information or any factor protected by law, you are encouraged to report this to the Bias Reporting System at <http://sites.jcu.edu/bias> or to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu, or (216) 397-4455. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.

*You can report concerns anonymously through the Bias Reporting System.

- C. The Ground Rules.** I am committed to the successful learning of every one of my students. In this course, you can expect to be treated fairly and with respect by me, and you may call on me to support and assist you in making your learning more effective. In turn, I expect honesty, consideration, and respect from all participants in this course, toward me and the other learners, inside the classroom and out.