



## CIEE Global Institute – Berlin

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| <b>Course name:</b>              | German Language – Advanced I   |
| <b>Course number:</b>            | GERM 3001 BRGE   |
| <b>Programs offering course:</b> | Berlin Open Campus, Berlin Global Architecture and Design,<br>Berlin Global Internship |
| <b>Open Campus Track:</b>        | Language, Literature and Culture   |
| <b>Language of instruction:</b>  | German   |
| <b>U.S. semester credits:</b>    | 3  |
| <b>Contact hours:</b>            | 60   |
| <b>Term:</b>                     | Spring 2020  |

### Course Description

This course is designed for students who can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. The goal of the course is to enable students to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party; to produce clear, detailed text on a range of subjects and explain a viewpoint on a specific issue giving the advantages and disadvantages of various perspectives or options.

### Learning Objectives

We have set the following points as our milestones for the course:

- Oral emphasis, including how to file a formal complaint, plan for the future, and present yourself professionally
- Expand communicative and cultural competencies
- Practice a variety of written forms, including travel reports, formal emails, and job applications
- Listening comprehension, including German-language music, news, and everyday dialogues
- Complex grammatical structures at the B1 level: simple past, subjunctive II, and relative clauses

### Course Prerequisites

4 semesters of German, completion of GERM 2002 or equivalent (contingent upon placement)

### Methods of Instruction



This course is based on an overall communicative teaching philosophy, as taught for instance in the “natural approach” (by Tracy Terrell & Stephen Krashen). Our approach to teaching and language acquisition is a functional one, in which students apply German to learn German. We are committed to communicative language teaching, focusing methodologically on communication and meaning, while still paying attention to grammar, vocabulary and pronunciation.

In our language instruction, we use a variety of instructional means, ranging from short grammar drills to dialogue-building, group work and role-playing. In each session, all four skills (listening, speaking, reading, writing) will be practiced, always with the goal to enhance students’ communicative competence. The variety of methods and forms of engagement are targeted towards meeting the needs of different learning styles in a given classroom. Classroom activities will include individual, partner and group work and will be complemented by homework exercises.

Initially, it may seem difficult or unusual to communicate solely in German. But every day it will get a little bit easier. Guaranteed! We will use role-play scenarios and dialogues, discuss aspects of Berlin and Germany, and learn how to write a resumé and how to conduct oneself in a job interview.

### **Assessment and Final Grade**

|   |      |
|---|------|
| 1. Participation (including Pop Quizzes):     | 20%  |
| 2. Homework:                                  | 15%  |
| 3. Written Assignments (including re-writes): | 15%  |
| 4. Weekly Quizzes (1 per week)                | 20%  |
| 5. Final Exam:                                | 20%  |
| 6. Creative Group Project:                    | 10%  |
| TOTAL:  | 100% |

### **Course Requirements**

#### **Homework**

You will receive homework on a daily basis. It will either be exercises from the course workbook or handouts distributed in class. The instructor will collect the workbooks and handouts on the day of your chapter tests. You will receive them back in the next class.

#### **Written Assignments**



You will be asked to write four short compositions during the course. These could be 10 sentences or a dialogue because one of the compositions serves as the script for the group project. Based on the feedback and corrections from you receive from your instructor, you will write a second version of the assignment, which will then be assigned a grade

### **Weekly Quizzes**

The weekly quizzes will assess three of the four major skills (listening, reading, writing) and address the material dealt with in each week. **Note:** Weekly quizzes take place on Thursdays.

### **Creative Group Project**

A group project that stretches across all language courses will be presented at the end of the block. In this block, we will be writing and performing short dramatic scenes or sketches. More information about this project and critical dates will be posted on Canvas and communicated in class.

### **Final Exam**

The final exam will test the progress you have made in the following areas of language proficiency: reading, vocabulary, listening, writing and grammar.

## **Participation**

As part of your work in this course, students should demonstrate learning beyond the submission of essays, tests, or presentations. As such, all students receive grades based upon participation. Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course.

Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Participation is absolutely crucial to students' success and to the success of the entire class. Learning a language is an interactive process that has to be practiced in a communicative manner. Active participation in class is the key for success when acquiring a new language.

## **Attendance Policy**



Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a 3% reduction in the final course grade and a written warning from the Academic Director, including notification to the student's home school. Unexcused absences that constitute more than 20% of the total course will result in automatic course failure and possible expulsion.

Students must notify their instructor beforehand if they will miss class for any reason. (Notification must be made via Canvas.) Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Academic Director and provide appropriate documentation as noted below. Make-up opportunity will be provided to the extent this is feasible.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carries over to the new class and counts against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent, and the student should be reminded of the policy at the time of the infraction. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note from a local medical professional is provided
- a CIEE staff member verifies that the student was too ill to attend class
- evidence is provided of a family emergency
- the CIEE Global Institute Director / Academic Director approves an absence related to an observance of a religious holiday

Attendance policies also apply to any required class excursion, with the exception that some



class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

| <i>Percentage of Total Course Hours Missed</i> | <i>Equivalent Number of Open Campus Block classes</i> | <i>Minimum Penalty</i>   |
|--|---|--|
| Up to 10%                                      | 1 content classes, or up to 2 language classes        | Participation graded as per class requirements   |
| 10 – 20%                                       | 2 content classes, or 3-4 language classes            | Participation graded as per class requirements; <b>3% grade deduction; written warning</b> |
| More than 20%                                  | 3 content classes, or 5 language classes              | Automatic <b>course failure</b> , and possible expulsion                                   |

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

1.1 Students will receive an introduction to the course. Using the theme of travel, they will review vocabulary and grammar.  
Grammar: Travel vocabulary and expressions; using the infinitives of verbs with *zu* as an adverb (on, too, off), a preposition (to, for, at, in, with, into, as, towards, toward) and an adjective (closed, shut).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 1.



**Composition 1:** Subject to be determined by the instructor.

1.2

Students will go through the steps to book a hotel or other accommodation, including requesting specific amenities and will also learn how to leave reviews.

Grammar: Vocabulary related to hotels and accommodation; the verb *lassen* (let, allow, leave, stop, let go, let be, leave in, leave alone).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 1.

**Week 1 Quiz completed in class**

**Due date for the submission of Composition 1**

## **Week 2**

2.1

Students will discuss new technologies (such as computers, smart phones, and laptops) and compare technological products today to those in the past or in their youth. They will also learn how to give tips to someone looking for a new smartphone (what to look for, where to look for information).

Grammar: Vocabulary and grammar related to technology; verbs related to looking for product information: *recherchieren* (to research); *lesen* (to read); *informieren* (to inform one's self); *vergleichen* (to compare).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 2.

**Composition 2:** Subject to be determined by the instructor.

2.2

Students will learn to discuss the reasons to buy something or not; they will discuss technological problems related to smartphones and also how to make complaints in a store.

Grammar: Vocabulary related to dependent/subordinate (*Nebensatz*) clauses with although (*obwohl*) and because (*weil*) to express being for or against something.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 2.

2.3

Students will discuss the concept of “Smart Living” (*smartes Wohnen*), as well as the technology they use every day in their own homes. They will describe their ideal smart living situation, as well as their views on the future of technology. They will also learn how to leave comments expressing positive and/or negative critiques.

Grammar: Vocabulary related to technology in houses; using whose (*wessen*) to form questions in the genitive; adjectives in the genitive; prepositions: because (*wegen*) and despite (*trotz*) in the genitive.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 2.

#### **Due date for the submission of Composition 2**

2.4

Students will discuss the advertising world and give their opinion on advertisements, the images and the messaging behind it and also evoke different networks (social networks, information technology networks, human networks).

Grammar: Vocabulary related to advertising; Grammar related to advertising: wanting to please/stand out (*will gefallen/auffallen*); to be remembered (*in Erinnerung bleiben*); to make one curious (*neugierig machen*).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 2.

## Week 2 Quiz completed in class

### Week 3

- 3.1 Students will compare how things ranging from family, work, and money have changed in the past and give their opinion as to whether things are getting better or worse.  
Grammar: vocabulary related to speaking about history; regular and irregular verbs in the past perfect and past tense.
- Reading/Assignment:  
*Netzwerk Arbeitsbuch/Kursbuch:*
1. The instructor will assign specific exercises/reading related to Chapter 3.
- Composition 3:** Subject to be determined by the instructor.
- 3.2 Students will discuss how what they think about luck and what makes someone lucky. They will also learn how to write an e-mail giving advice.  
Grammar: temporal prepositions before/after (*vor/nach*)+ dative; while (*während*) + genitive; expressing consequences: therefore (*deshalb*), for this reason (*darum*), because of that (*deswegen*), so that (*so dass, sodass*).
- Reading/Assignment:  
*Netzwerk Arbeitsbuch/Kursbuch:*
1. The instructor will assign specific exercises/reading related to Chapter 3.
- 3.3 Students will explore recent German history and the period of a Divided Germany from 1949-1989. They will discuss the different political regimes of the BRD and GDR and important dates. Students will also be able to describe a historical date in their home countries.  
Grammar: Vocabulary related to the period; review of the simple past; vocabulary and verbs related to describing a historical date.



Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 3.

**Due date for the submission of Composition 3**

3.4

Students will discuss the events of November 9, 1989 and the fall of the Berlin Wall. Using newspapers, photos and video from that time they will discuss the event, how it probably felt and how that date and the eventual reunification shaped Germany today.

Grammar: Vocabulary and verbs related to the fall of the Berlin Wall.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 3.

**Week 3 Quiz completed in class**

**Week 4**

4.1

Students will discuss the professional world and different types of jobs. They will also discuss hypothetical conversations one might have with work colleagues, including learning how to apologize for something and how to respond to an apology.

Grammar: Vocabulary related to the work place. General Subjunctive Mood (*Konjunktiv II der Modalverben*) with modal verbs; conditional sentences in the General Subjunctive Mood.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 4.

**Composition 4:** Subject to be determined by the instructor.

4.2

Students will learn what a serious online job application should consist of and how to write one.

Grammar: Pronouns and pronominal adverbs: for it, on it; verbs with preposition and subordinate clause.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 4.

4.3

Students will learn how to write a cover letter and a CV.

Grammar: Vocabulary and verbs related to cover letters and CVs.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 4.

**Due date for the submission of Composition 4**

4.4

Students will simulate a prospective job interview.

Grammar: Review of the grammar related to job searches and interviews.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 4.

**Week 4 Quiz completed in class**

## **Week 5**

5.1

Students will discuss the environment and environmentally unfriendly and friendly practices, including how what they do at home, in traffic, and at work can impact it. They will express their opinion as to what are better options for the environment, (e.g., baths vs. showers; dishwashers vs. handwashing dishes; plastic bags vs. paper bags; books vs. e-books.)

Grammar: Vocabulary related to the environment and unfriendly and friendly practices; subordinate clauses with while (*da/wei*).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 5.

**Composition 5:** Subject to be determined by the instructor.

5.2

Students will practice making arguments for and against using the theme of the environment as a subject.

Grammar: Vocabulary and grammar related to paper and paper production; which comparatives and superlatives change adjective endings and which don't; weak nouns (*N-deklination*).

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 5.

5.3

Students will get together in groups and work on sketches and poems to be presented in the last class of the week.

Grammar: Remaining vocabulary related to the environment. Review of the Grammar learned so far.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 5

**Due date for the submission of Composition 5**

5.4

Students will work on the group project of the poems/text and run a dress rehearsal among their groups while employing the vocabulary and grammar they learned throughout the course.

Grammar: A review of vocabulary and grammar learned will be employed in the group discussion.

Reading/Assignment:

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 5.

**Week 5 Quiz completed in class**

**Week 6**

Plans and resolutions; future tense & relative clauses; group project: sketches and poems leading to a performance; expressing wishes; review & final exam

6.1

Students will present their group projects to each other and engage in a participatory question-and-answer session in which all students can employ the vocabulary and grammar skills learned throughout the course.

Grammar: Review of vocabulary and grammar.

*Netzwerk Arbeitsbuch/Kursbuch:*

1. The instructor will assign specific exercises/reading related to Chapter 6.

6.2

Students will discuss plans and resolutions, with a focus on horoscopes and New Year's resolutions. Using this premise, they will be able to describe in more details others and speak in a more conversant manner.

Grammar: Review of vocabulary and grammar related to future plans; students will learn the basic future tense (*Futur I*); relative clauses with relative pronouns in the dative as well as relative pronouns in the dative.

6.3

Students will undertake a review of all vocabulary and grammar learned in the course through a discussion, paper or other exercise regarding the future, focusing perhaps on a specific theme, such as Hamburg in 2030.

Grammar: In preparation for the final oral comprehension test, which is held in the final class session, students will review the major grammar concepts and vocabulary covered throughout the course.

**Week 6 Quiz completed in class**



6.4

## Final Exam

### Due Date for submission of Creative Group Project

#### Some Simple Tips and Ground Rules for Success in German B1

1. Review every day. In order to improve your German, it is not enough to merely do the homework. You should spend an hour every day reviewing vocabulary from this and other chapters, reviewing old tests and grammar topics.
2. Surround yourself with as much German as possible. Stream German radio stations, go to the movies in German, drink coffee with a buddy, talk with each other in German. The more you use German (passively & actively), the easier it will become.
3. It's ok not to understand everything. You do not need to understand every word in a TV report or a newspaper article to understand what it's about. Nuances will come with time and with repetition. **Focus on what you do understand, not what you don't.**
4. Keep your own personal dictionary. This will not only make finding words you frequently use a lot more effective, but it will actually improve your retention in general.
5. Participate actively and **only in German** during class.
6. Familiarize yourself with English grammar terms if you don't know them already. You should know, for example, what terms like pronoun, preposition, conjunction, relative sentence, subjunctive, tense, etc. mean.
7. Take the initiative and ask for help if you need it, either from the instructor or from your classmates. The instructor will be always willing to meet with you if you need extra help.

#### Course Materials

The textbook and workbook used for this course are *Netzwerk. Deutsch als Fremdsprache B1 Kursbuch & Arbeitsbuch*, Chapters 1–6 (Klett/Langenscheidt 2012). The package includes textbook, workbook, audio/video files and access to online exercises. The textbook and workbook will be provided by CIEE. Additional materials such as song lyrics, poems, and grammar exercises will be provided by the instructor.