

## WocGERMN101Syll

### **Preliminary Remark, not part of syllabus:**

The UCSC understands and appreciates the elaboration of foreign-language learning objectives provided by the CUNY Council on World Language Study, but for practical reasons the UCSC strongly recommends that the long form of these objectives be used for course syllabi and that a shorter form be used for the CUNY Course Application form.

-----

### **Hunter College German Department**

#### **Elementary German I**

#### **German 101                      Hours and Credits: 3**

Class meets: MTh 9:45 - 11:00

**Course Objectives:** In this course, students will learn the fundamentals of the German language in its cultural and communicative contexts. Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view by gathering information about German-speaking cultures from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary German culture and express them appropriately: modes of greeting, personal identity, kinship and social relationships and systems, geography and climate, food and nutritional habits, dwellings and notions of home, daily routines and schedules, perceptions of space, time and leisure, etc. Lexical and structural comparisons between German and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both German and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in elementary German.
2. Evaluate evidence and arguments critically or analytically by using critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate in German; with English as a foil, this critical evaluation clarifies how elements of German fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.]
3. Produce well-reasoned written or oral arguments using evidence to support conclusions by producing oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to develop and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.
4. Identify and apply the fundamental concepts and methods of foreign language study in German as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and German will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students' own creation in the target language: interactive exchanges,

simulations, blogs, and a variety of culturally appropriate texts.

5. Analyze the German-speaking cultures and describe daily interactions from more than one point of view. Students will analyze, compare and contrast several practices and products of German-speaking societies to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) German-speaking cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

6. Speak, read, and write the German language, and use that language to respond to cultures other than their own. Students will understand, speak, read, and write appropriate level discourse in German on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

#### Assessments:

There will be frequent formative assessments regarding the elements of language. Frequent free writing assignments will be assessed holistically and provide summative information regarding student proficiency.

**GENERAL REMARKS:** Language study involves learning and practicing very complex skills. If you think of the time it takes a child to learn his/her native language, it is obvious that three lessons per week do not amount to much. Still, we can make good progress in the time available if you attend class regularly and participate as actively as possible while you are there (this includes listening to questions posed to your class mates and their answers). You must do your homework regularly, preferably a little at a time, and preferably on those days when you do not have class (if you do your homework right before or after class, it will be less effective in the long run.) It is very important that you try to expose yourself to some German just about every day.

The format of the class and assignments is meant to encourage you to study and practice German on a regular basis. Your class attendance, participation, and homework will be weighed heavily in the final grade. We will have frequent quizzes (about every third class period), a Mid-Term, and a Final.

We will be working through *Jägerbuch, Band 1*. You may receive additional reading and listening assignments (which will be handed out in class and/or posted on "Blackboard").

**Final Exam Date: ....**

#### RULES FOR ASSIGNMENTS:

Oral assignments are assignments just as much as written ones.

All assignments are **DUE** on the days indicated!

**Written Assignments:** Leave enough space for your corrections (write on every 2nd line). Each assignment should have three identifications on it:

1. Your name;
2. **The number of the class period for which it was first assigned** (first assignment is for class two and should have number 2 on it);
3. The page of the book from which the assignment is taken (if applicable);
4. If you do not want to tear out the "Worksheets", you must either submit copies of the pages or write the

correct answers in complete sentences. You cannot submit single words that would fill blanks.

All homework is done on a Pass/Fail basis. If your homework is acceptable, it will be marked with "OK". If it is not acceptable, **you must make corrections and hand the corrected homework back in** on the next day of class. **Do not rewrite the entire homework** unless you are asked to do so. Only write the corrections in an appropriate place.

### Week 1

Greetings, university life in Germany, fields of study. Alphabet; Numbers; Formal clock times; Regular and irregular verb patterns in present tense; **sein/ haben guten Tag/ auf Wiedersehen; heißen**. Elementary arithmetic; Clock times; Verb forms; Formation of the letter ß;  
Elementary arithmetic; Clock times; Verb forms; Formation of the letter ß;

### Week 2

Student life, personal relationships, social gradations. Gender; He/she for inanimates; **man; wie geht es?** Practice: Clock times; Verb forms; Referring to nouns by German equivalents of "it"  
Two ways of addressing people. When to use **Sie** or **du**.

### Week 3

Family life and family members. Noun plurals; **ein**-words; possessives; simple descriptions. Practice **ein**-words; referring to nouns by German equivalents of "it".  
Negation; commands with "**Sie**", **Wochentage**; **bitte**, modal particles. Practice Negation with **kein** and **nicht**

### Week 4

Personal descriptions, possessions, talking about space and rooms. Present tense use. Letter writing  
Nominative adjective endings; **es gibt**, large numbers, compound nouns.

### Week 5

Shopping in Germany, writing. Practice Article endings and adjective endings Space adverbs; Word order, verb second. **Danke, gut; Stift**,  
Directional use of space adverbs with **nach**; modal particles; how to talk about personal issues: the toilet. nominative adjective endings.

### Week 6

Student life, living circumstances, personal relationships. Practice Verb endings; Basic space description  
Modal verbs: **können, müssen, wollen; BAFÖG**; Adjectival nouns; **Brille; "alle"**.

### Week 7

Eating and meals in Germany. Food expressions. Practice food items and descriptive adjectives.  
Modal verbs: **können, müssen, wollen, "möchte"**.

### Week 8

Transportation and technological history. Modals without infinitives; Accusative case; expressing preference (**gern / lieber**).  
Gender of cars; **ganz; gern, lieber; "little"**. Practice Article endings and adjective endings.

### Week 9

Animals. Irregular verbs, present, modes of transportation. Practice Verb forms; Case endings.  
**da**-compounds to describe location, animals. Accusative [review ].

### Week 10

Introduction to restaurant etiquette, clothing. **der**-words; **Mann und Frau**.

Accusative prepositions; **etwas Besonderes**; phrases of sales personnel

**Week 11**

Talking about likes and dislikes. Different times and tenses in German and English. Separable prefixes; **war**; Accusative of time expressions; Present perfect; **war, hatte, früher, gern / lieber**.

Practice Verb forms and Case forms. Continue present perfect; points of the compass; **Stock**.

**Week 12**

Identification and personal description. Practice Verb forms, Case forms, forms of *haben* and *sein* in the present perfect and simple past.

**Week 13**

Dealing with the police Present perfect; Ordinal numbers; *wenn, dass, weil; wissen, Anschrift; Ausweis*, months, seasons

Past participle formation-; Simple past of modals; *du; nennen, wissen vs. kennen*. Transform from past time frame into present.

**Week 14**

Personal relationships. Review

Review

**Textbook**

Kuhn-Osius, K. Eckhard with Dorothy James, Lorena Ellis. *Access to German: Jägerbuch : An Experimental Text for American Students of German , Band 1*. New York: McGraw-Hill, Primis, 2<sup>nd</sup> ed, 2002.

**Method of Evaluation:**

daily homework assignments (30% together); class participation (30%);  
weekly examinations (10% each).

Hunter College regards acts of **academic dishonesty** (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, falsification of records and official documents) as serious offenses against the values of intellectual integrity. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.