

Das Erwachsenwerden: Coming of age through the ages

German 201, Fall 2014

Course Description

Moving beyond the focus on personal identity emphasized in German 101-102, German 201 at Emory is the first of the two-course sequence (201-202) that explores how various societal factors have affected German-speaking youths' coming of age in different time periods in the German-speaking world and draws comparisons with comings of age in English language cultures. Within this overarching thematic focus on coming of age, the course examines three sub-themes as they pertain to coming of age:

- Family (conformity to or rebellion against family order)
- Nature (nature as a hindrance or ally for maturation)
- Travel (gaining self-knowledge through travel)

Through this focus on coming of age at different moments in German cultural history, you will build on the foundation established in first-year German and develop further your abilities as readers, writers, and speakers of German. You will use theme-based readings and a grammar review textbook to acquire the language necessary to communicate meaningfully about the topic of coming of age. One of the criteria for choosing the sub-themes for 201-202 was to achieve some overlap with the topics discussed in 101-102. By revisiting some of the same themes, albeit from a different perspective and with a different focus, you should be able to find some familiar ground for developing your language abilities further.

In terms of your long-term language development, German 201 is the first course of Level 2 in the Department of German Studies' integrated four-year, content-oriented undergraduate curriculum. As such, the course will continue the focus on story telling that was emphasized in Level 1 but it will look to expand on that ability by working with you to not only tell stories, but also compare, contrast, and explain the events in those stories. In addition, your narratives will consist of more detailed and sophisticated information that becomes linguistically possible through your command of a wider array of lexicogrammatical features. The department has spent the past few years working collaboratively on revising the curriculum to support students' language development, and the faculty were delighted that the American Association of Teachers of German recognized these efforts in 2013 by designating the department as one of only two collegiate **Centers of Excellence** nationwide.

One additional component of the course is a yearlong focus on sustainability within the larger topic of coming of age. Specifically, you will examine what it means to be sustainable in terms of each subtheme of the course (e.g., family, nature, travel).

Prerequisite: Completion of one year of college-level German or placement via the German Studies Department's online placement exam (<http://german.emory.edu/placement/index.html>)

Course Materials:

- Dreyer, Hilke, & Richard Schmitt. *A Practice Grammar of German*. Max Hueber Verlag, 2010. ISBN: 978-3193272553
- Lösungsschlüssel zum Lehr- Und Übungsbuch der Deutschen Grammatik - Aktuell. Max Hueber Verlag, 2009. ISBN: 9783194072558
- Supplemental texts for each thematic unit available on Blackboard and/or Course Reserves

Approach:

As the title of the course indicates, "Das Erwachsenwerden," there is a specific thematic focus that runs throughout the two-course sequence (201 & 202), namely, an exploration of how different societal factors affect young adults' coming of age. By focusing on an overarching topic for an entire

course, German 201-202 reflects the teaching philosophy of the Department of German Studies that language is best acquired when learners have to explore a particular content area and to communicate meaningfully about it. In this content-based approach, rather than studying the language as an end unto itself, you will focus on those language features that are necessary to discuss and explore the content in a meaningful way. This is not to say that we will not study the traditional building blocks of language, namely, grammar and vocabulary. In fact, you will probably see right away that much of what you do for the class resembles how you might imagine a typical foreign language course; that is, you will read texts, learn relevant vocabulary, study grammatical structures that appear in the texts, complete exercises for homework on the grammar and vocabulary, interact with classmates and the instructor on specific topics, and complete writing assignments. What all these activities have in common is that they aim to familiarize yourself with the language and the content that you will need to communicate meaningfully about the topic at hand.

Also in line with the general pedagogical approach in the German Studies Department, the primary medium for delivering the content and modeling targeted language features in this course will be texts. As such, significant class time will be spent working with texts, understanding how they work, and approaching them as helpful resources for your own language use. Specifically, at this level of language learning the main text type or *genre* that you will encounter will be the personal narrative or story. There are many types of narratives (e.g., fairy tales, historical narratives, adventure stories), and we will examine together what constitutes an effective narrative so that you can develop your ability to narrate about a range of topics. There will be sufficient support to help you in this process, but there is also the long-term goal of gradually developing your ability to become an independent reader, learner, and user of German.

Finally, we feel it is important to let you know that second-year German will feel different from first-year German. Whereas last year there was a fairly steep learning curve as you were exposed to new material almost every class day, this year is about expanding your ability to narrate in more sophisticated and complex ways. Thus, there will not necessarily be a new grammatical topic presented every day, but you will work consistently and systematically at building upon your foundation from last year to develop your repertoire for telling stories. Initially, you will focus on narrating events but gradually you will also work on explaining the factors and consequences of those events. In other words, you will make wonderful progress this year, but the progress might not always be visible to you on a daily basis. Throughout this process you will be reminded often that learning a language is a long-term, non-linear, and error-full process. You will make mistakes and even possibly get frustrated by your mistakes or seemingly slow progress, but that is completely normal. In fact, your errors are what indicate to both of us where we need to focus more attention and how your abilities are developing. You will be expected this year to analyze your errors and to study your instructor's feedback in order to develop a greater awareness of your strengths and weaknesses in the language so that you can take steps to address them over time. As you examine your own language production this year, you also might find that some aspects of the language that you thought you understood or had a firm grasp on are now causing your trouble. That, too, is completely normal. There is only so much that your brain can handle at a given point, and it is typical that new material takes up cognitive resources that you had used earlier for some other component of the language.

As you embark on this exciting and challenging process, you will be expected to use German for all communication in class. It is hoped that you will approach our three weekly meetings as an opportunity to immerse yourself in German and push yourself as a learner of the language.

Assessment:

1. **Participation (20%).** Attendance *and* participation are essential to your progress. You will be allowed a maximum of 3 absences for routine doctor visits and travel for non-emergencies, etc., during the semester without penalty. Beginning with the 4th absence, a penalty of -1% will be levied on the earned final grade for each class missed. The best policy to adopt is to **keep your instructor informed** if you miss any classes or assignments. Extended illnesses and family emergencies will be treated as exceptions, and absences for these purposes will be excused. Be prepared to show proof of the need for the absences, however, if your instructor asks for it. Varsity athletes can get excused with coaches' notification of announced absences but must, of course, do the required work.

Part of your participation grade is based on your attending at least three extra-curricular events (such as films, German House parties, weekly *Mittagstische*, guest lectures, etc.) each semester. There is a great amount of flexibility as to what counts as an appropriate activity because we want you to seek out those aspects of the German-speaking culture that interest you. For each event, please submit a brief summary of the event and your reactions to it to your instructor in as much German as possible (50-75 words). To avoid waiting until the end of the semester to complete this course requirement, you are asked to attend one event during each instructional unit.

Class Participation Criteria:

Grade	Criteria
A	always well-prepared always is attentive and eager to volunteer always tries to use German with classmates and instructor always makes the most of each exercise shows real resourcefulness and imagination when using the language always responds to and engages classmates in a respectful manner remains critical and open-minded toward target and native culture
B	usually well-prepared usually is attentive and volunteers occasionally usually tries to use German with classmates and instructor usually makes the most of each exercise completes exercises with some imagination and resourcefulness makes some effort to engage fellow students shows some development of cultural sensitivity
C	adequately prepared and attentive occasionally needs to be reminded to use German with instructor and classmates responds and completes exercises with minimal imagination does not engage classmates beyond the minimum requirements for an assignment
D	usually unprepared makes little effort to participate or complete exercises rarely tries to use German with instructor or classmates
F	makes no contribution to class whatsoever

2. **Preparation (25%).** Completing **homework** thoroughly, regularly, and on time is extremely important in order to be prepared for class. Learning a foreign language is long-term process, and cramming simply does not work. Regular homework assignments could consist any of the following activities: (re)reading an assigned text, reading a grammar explanation in the textbook, learning vocabulary, completing a worksheet (*Arbeitsblatt*) or grammar exercise, writing an essay, or preparing for an in-class speaking event. In addition, there will be periodic vocabulary

quizzes and take-home grammar quizzes. All assigned *Arbeitsblätter* (AB) and grammar exercises must be completed and brought to class. Approximately one *Arbeitsblatt* per week will be collected and graded. For each grammar exercise students need to check their answers against the answer key and correct any mistakes with a different colored pencil or pen. Homework that is collected will be graded according to the following criteria:

- “√+” (100%): Homework handed in on time and indicating a very thorough effort, including a conscious attempt to use and experiment with language features emphasized in class. Random grammar mistakes, particularly as part of experimentation, will not adversely affect your grade;
- “√/” (85%): Homework handed in on time and indicating a satisfactory effort but consisting of no more than the minimum and/or displaying consistent mistakes on grammar already covered in class;
- “√-” (65%): Homework handed in on time but indicating an unsatisfactory effort.

Note: Homework that receives a check or check minus can be corrected, turned back in and, assuming the issues have been addressed, receive a mark of 90%. Late homework will not be accepted and will receive no credit. Students are encouraged to use the homework exercises to experiment with the language and become resourceful users of German. At the same time, they are expected to use online resources to check their work for any unnecessary errors. Specifically, committing five or more spelling (R) or gender (G) errors on an assignment will negatively affect the final grade. Both Microsoft Word and Google Docs have a built-in spellcheck to catch any spelling mistakes, and there are several online dictionaries for checking the gender (and spelling) of German nouns.

3. **Writing assignments (30%).** At the end of each of the three units you will complete a writing assignment on a topic relevant to the unit. Submit your writing as a hard copy to your **instructor** and an electronic version to SafeAssign via Blackboard. The first draft will be annotated and returned for revision.
4. **Speaking events (15%).** There will be formally assessed speaking events based on the material covered in class at the end of the first two thematic units.
5. **Final exam (10%).** The final exam for languages is scheduled for Wednesday, December 17th, from 11:30 to 2:00pm. Please do not plan on leaving for winter break until after this date.

Overview of semester:

Family (weeks 1-6):

- *Aschenputtel*, Jakob und Wilhelm Grimm
- “Susanne, die Hoffnungsvolle,” Peter Sichrovsky
- “Die erste eigene Wohnung,” Wladimir Kaminer
- *Good-bye, Lenin*, Wolfgang Becker

Nature (weeks 7-10):

- *Hänsel und Gretel*, Jakob und Wilhelm Grimm
- *Heidenröslein*, Johann Wolfgang von Goethe
- “Ein halbes Jahr Grün,” Christraut Peters

Travel (weeks 11-14):

- *Rotkäppchen*, Jakob und Wilhelm Grimm
- „Wer ist ein Türke?“ Sinasi Dikmen
- „Nach der Heirat wirst du Schweizerin sein,“ Conchita Herzig

Information from the Office for Undergraduate Education

- The Office for Undergraduate Education (OUE) central office is located in White Hall 300
- Please visit or call 404.727.6069 with questions about academic affairs, concerns or policies.
- All Emory College of Arts and Sciences policies may be found in the College Catalog:
<http://college.emory.edu/home/academic/catalog/index.html>

Academic Advising and Class Deans

If you have any academic concerns or questions about Emory College of Arts and Sciences policies, you should first meet with an OUE academic adviser. If an academic adviser is unavailable to meet with you, you may meet with an OUE dean during open hours.

- OUE Academic Adviser appointments: Visit White Hall 300 or call 404.727.6069
- Deans' Open Hours: <http://college.emory.edu/home/administration/office/undergraduate/hours.html>

Academic Support

There is a range of resources available to Emory undergraduates designed to enrich each student's educational experience.

- Visit <http://college.emory.edu/advising> for a list of support programs and appointment directions

Access and Disability Resources

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received.

Honor Code

The Honor Code of Emory College is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on quizzes and exams, to plagiarize, to deviate from the instructor's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

The central issue is that any work submitted to an instructor for evaluation should be one's own. Within the German Studies Department assistance is possible and even encouraged in two limited situations: online or in person. Online resources can be used for grammatical explanations (e.g., verb conjugations) or the translation of words, expressions, and phrases. **However, use of online resources to translate entire sentences or paragraphs is not permitted.** Seeking assistance in person should be limited to receiving suggestions, reviewing certain topics, and addressing revisions, but the ultimate production of the work to be turned in will rest with you.

- The Honor Code, a list of offenses and the Honor Council process may be found;
http://college.emory.edu/home/academic/policy/honor_code.html