

**THE CLEVELAND STATE UNIVERSITY**

**DEPARTMENT OF MODERN LANGUAGES**

Spring Semester 2009 / Course Description and Syllabus

German 102 – Beginning German, Cont. - Professor Orendi

Some Information on our Textbook, other Materials, Procedures, Required Tasks, and Testing / Grading.

**What is *Fokus Deutsch*?**

**Fokus Deutsch** introduces students to the study of German language and culture through mini-dramas, contemporary and historical documentaries, and interviews with speakers of German. Embedded within are the stories of everyday people, who provide us with glimpses of German life and culture as they struggle with issues and problems familiar to us all.

The half-hour video programs in the **Fokus Deutsch** series, along with the coordinated print materials and audiocassette program, comprise a college-level introductory German language course. The first 12 Chapters (Level 1= GER 101, GER 102) address vocabulary, topics, and structures for basic communication in German. They present German language study through mini-dramas combined with comments from guest speakers of German and archival and contemporary film and video footage. [The more advanced second-and-third-year chapters continue many of the topics presented in the first level with a more in-depth focus]. The initial programs present interviews and historical and contemporary documentary footage organized around topics such as leisure time, food, youth, the world of work, economics, lifestyles, schools, university, health care, and the women's movement, among others.

Each half-hour program in the **Fokus Deutsch**-course is divided into two fifteen-minute episodes and contains time codes on the videos which make it easy to find specific segments. After every third episode there is a 15-minute review so that students are presented with manageable segments of German language material.

**The Program's Objectives and Methods:**

The **Fokus Deutsch** series develops a simple concept as its framework: A young German student (Marion Koslowski) comes to the United States to help an American professor develop a contemporary German language course that focuses on historical and cultural studies. Together, through the videos, they teach German language and culture, as they

present a variety of issues important to German-speaking people today and offer insights into the historical concepts of these topics.

The mini-dramas making up the series are presented in the form of a relay, in which a character from one mini-drama appears in the next series of stories, taking the viewer through various cultural scenarios.

In this series, learners focus on the “Five C’s of Foreign Language Education:”

1 and 2) **Communication and Cultures**: learners communicate in German in meaningful contexts that explain German-speaking cultures

3) **Connections**: the various learning activities encourage students to connect their language studies with other disciplines and their personal lives.

4) **Comparisons: Fokus Deutsch** helps students realize the interrelationship between language and culture and to compare the German-speaking world with their own.

5) **Community**: the program offers many opportunities to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.

### **Classroom Procedures, Testing and Grading:**

As is obvious from the program description above, German 102 is a course where the development of various skills is the predominant objective. A skill can be learned and perfected only with a “hands-on” method. This means that students have to be in class to develop the skills needed to learn a foreign language: understanding, speaking, reading, and writing are the major skills students begin to master in beginning language courses such as GER 101 and GER 102. In order to learn in the most efficient way, students have to be exposed to hearing, listening, speaking, reading and writing in the target language German as much as possible. This occurs consistently during the 65 minutes of class time in which the participants view visual materials (videos), practice grammar lessons, complete oral and written exercises, and communicate in the target language. The tasks required of students are the following: imitate the initially foreign sounds of the words to practice good pronunciation, memorize the spelling of words (German words frequently sound like English ones, but their spelling is different), understand and memorize the complex grammatical structures of the German language, and understand and converse about information on German culture, i.e. German history, the arts, politics, food, and traditions and customs.

To obtain as much contact with German as possible, students are expected to be in class every time; attendance is mandatory, and more than three unexcused absences result in lowering of the course grade. Even with perfect attendance, students do not have sufficient exposure to the language to guarantee good learning results. This is where the audio materials and the language laboratory come in: students are expected either to

spend a minimum of two hours a week in the lab (located on the third floor of University Library) and work on the exercises in the lab manual that accompanies their textbook **Fokus Deutsch** or, alternatively, have audio cassettes duplicated for work at home. All lab materials / pages of a lesson --containing grammar, listening/comprehension, and writing/pronunciation exercises—are to be filled out by the time the chapter test is administered. Students then hand in completed work, and the instructor grades and returns the materials. At the end of each lesson, a comprehensive exam, consisting of written and oral parts, is given ( in the syllabus the date for the exam would be the last day listed for each particular lesson).

Instructors may also choose to quiz students orally or in writing at the beginning of class to check on assigned tasks such as memorization of vocabulary, grammar structures, etc.

The final course grade takes into account: attendance, participation in class, quality of written homework, specifically the lab sheets, quiz and lesson test grades, and the grade received in the comprehensive final exam (a two-hour test).

### **Here is a Brief Overview of Work to be done in GER 102 during the Fifteen Weeks of Spring Semester 2009:**

#### **Week I, January 21 ND 23**

**Introductions and Review / Wiederholung 2**

#### **Week II and III, January 26 to February 6**

**Kapitel 7 “Der Urlaub” Exam 02/06**

#### **Week IV and V, February 9 to 20 (No Class 2/16)**

**Kapitel 8 “Auf der Insel Rügen” Exam 02/20**

#### **Week VI and VII, February 23 to March 6**

**Kapitel 9 “Abenteuer und Liebe” Exam 03/06**

#### **Week VIII, March 9 to 13**

**Wiederholung 3; no Exam**

**(N.B. Spring Break 03/16 -20)**

**Week IX and X, March 23 to April 03**

**Kapitel 10 “Die Wespe” Exam 04/03**

**Week XI and XII, April 6 to 17**

**Kapitel 11 “Ein Liebesdrama” Exam 04/17**

**Week XIII and XIV, April 20 to May 01**

**Kapitel 12, “Silke” Exam 05/01**

**Week XV, May 4 to 8**

**Wiederholung 4; Review of Semester Materials; Preparation for Final Exam.**

**Final Exam: Monday, May 15 8:30 to 10:30**