

Deutsch 301 • Herbstsemester 2012
Sitzung Nr. 13 • 06.11. Di • Tagesordnung

√ = anwesend (nicht);
 e = entschuldigt;
 s = spät

√Fischer	Brown	Farjami	Hirschy	Ketten	McCoy
Pargett	Powell	Rethmeier	Sandoval	Stephens	Taylor

Vorige Sitzung: Vokabeln

lindern - soften, ameliorate (pain, etc.)	vielseitig - multifaceted, -dimensional	einseitig - one-dimensional
schweigen - to keep quiet	gegenwärtig - (at the) present	zukünftig - future
fluchen - curse	verflucht, verdammt - damned	Reste - leftovers
das Drittel (Viertel, usw.) - third, fourth etc.	die Hälfte - half (of)	verschlingen - devour, gobble
sparen - save (money)	speichern - save (on computer)	retten - save (rescue, bring salvation)
beim Essen - while eating	gleichzeitig - simultaneous(ly)	bekennen - confess (generally, religiously)
gestehen - confess / admit	beichten - confess (to priest, etc.)	neigen + zu - incline to something
bescheiden - modest (person or thing)	schüchtern - shy	kämpfen - fight (physically)
streiten - fight (physical or not)	fechten - fence	begleichen, decken - cover (expenses)
Atemzug - breath	atmen - breathe	vervielfältigen - duplicate (make copies)
zur Sache! - get to the point!		

Unterlagen u. Grafiken [Zahlen in () beziehen sich auf meine Datenbanksammlung]

Kursbeschreibung; Fischer-Richardson, German Reference Grammar: introduction; topics; main text

Ratgeber Kinderkrankheiten (Stern)

European Language Passport template (in English) • Link zur EU-Sprachenpaß-Site

Schlüsselwort/begriff des Tages / der Woche

Ausbildung u. Fachkenntnisse

lernen - learn, study (work at studying)	unterrichten - instruct, teach	zeigen- show
beibringen - teach (a skill that involves physical learning or no thinking)	Ahnung - idea (inkling)	machen - make, do
lehren - teach, give instruction; jemanden + verb + lehren =	belehren - to give a lesson to (also in	jemanden eines besseren belehren - to teach someone thing (by school of

teach someone to verb	wisdom, life, etc.)	hard knocks, mistakes, etc.)
tun - do (important things); behave (act)	produzieren - produce	herstellen - manufacture
zuerst - first, initially	zunächst - next (step)	zuletzt - lastly
anfangen - begin	weiter+verb - keep verb-ing	aufhören - stop
indem man+ verb - by verb-ing (similar with bevor / nachdem - before verb-ing, after verb-ing)	aufpassen - watch out	prüfen - check, examine
achten auf X- pay attention to X	vorsichtig sein, dass - be careful that	nicht vergessen + zu + verb - remember to + verb

Schwerpunkte (Zeichenerklärung)

- SmallTalk: Reisen - Was für eine Rolle spielt das in unseren Zukunftsplänen, und in welcher Bedeutung? Nächste Themen: Reisen, Sprachen, Glück (bei der Arbeit, im Leben)
- Übung: Unsere Reisen - Wir besprechen Reiseerfahrungen u. -erlebnisse (objektiv, subjektiv). Was haben wir von unseren Reisen gelernt?)
- Debriefing: What you observed in the foregoing activity - language capabilities and needs; maybe repeat with conscious understanding of aims and techniques (dpokvmbshnmr: 'ebtt', 'xjf', 'xbsvn'; sfmqspot)
- Möglicherweise endet unsere Sitzung schon um 13.20 Uhr heute, damit ich eine Klassenstunde im 1. Jahr Deutsch besuchen kann.
- Hauptthema der Woche: Unsere Kenntnisse u. Fähigkeiten - Was wissen wir, was können wir? a) Ene dene Tintenfaß - geh' zur Schul' und lerne 'was". Unsere Alltags- u. Fachkenntnisse: woher haben wir sie, wie haben wir sie gelernt? Beispiele: Autofahren, Radfahren, Computer, Handy usw. benutzen. Und jetzt wenden wir unsere Sprachkenntnisse an! Wir knoten Krawatten!
- Einführung: Kenntnisse u. Fähigkeiten, die man häufig am Arbeitsplatz / in der Firma / (und auch bei SpeakEasy) braucht (skills inventory 0018)
- EU-Sprachkompetenzen, als Vorbereitung auf die nächste schriftliche Aufgabe: Beschreibung und Bewertung Ihrer Deutschkenntnisse (mit englischen Vorlagen). Link zur EU-Sprachenpaß-Site
- Weiter über SpeakEasy: das Infoblatt der Firma; Gespräch über Grußkarten (wer kauft und schickt welche und wieviele?); Ziele der Firma bis Ende des Jahres; bis nächsten Herbst; was die Firma augenblicklich macht
- Wir besuchen und untersuchen einige Firmen, als Vorbereitung auf die nächsten schriftlichen Aufgaben:

eine Tischlerei (Johann Rohregg); ein Haus- und Gartenfachhandel (Schoell); ein Großkonzern (Kaufhof), mit Auskünften über Karriere, Jobs und Praktika, und eine Selbstbeschreibung von einem, der bei Kaufhof Arbeit fand

- Hörverständnisübung (Vorbereitung auf die nächste Hörverständnisaufgabe [g00079]: ein fehlerhaftes, sogar gefährliches Produkt (g00081: Tondatei; Text)
- Debriefing: How this course relates to GER 315/415: grades, participation in SpeakEasy, shared resources
- Wrap up: assignments for the week and preparation for next meeting - see below

Aufgabe(n)

- Schriftliche Aufgabe (fällig HEUTE): zweisprachige Beschreibung Ihres Deutsch-Studiums: Wann, wie, wo usw. Sie Ihre Deutschkenntnisse erworben haben (etwa je 1 Seite, in deutscher UND englischer Sprache). Geben Sie Tatsachen ("I took three years of Spanish in high school), aber beschreiben Sie auch die Umstände und Lernmethoden ("We sat in the

language lab twice a week and repeated meaningless phrases"), und bewerten Sie Ihre Erfahrung und Kompetenzen ("I was bored most of the time, but I think I actually learned survival skills, and then improved a lot when I spent a month in Austria"). Hier können Sie Gebrauch von unseren Gesprächen über die ACTFL Proficiency Guidelines (0033 Speaking, first two pages; und 0033a Writing) machen.

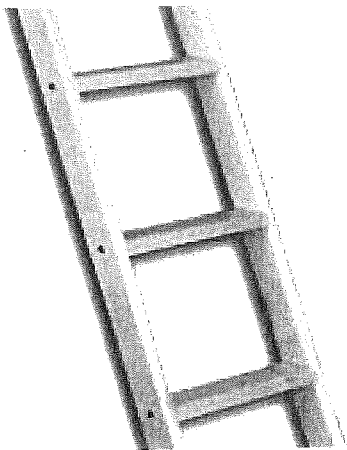
- Writing assignment (due Tuesday, 13 November): Your personality, other people's personalities and behaviors, and how that relates to your feelings about the workplace and your career. Read the questionnaire "Die 'Big Five' Persönlichkeitstest" and write a one-page description of your personality, with particular attention to how that relates to job and career preparation and activity. Specific things to address: How your personality has helped (or not) in your studies, how you interact with other people, how your strengths can make you a more employable and even happier person. Try to discuss 5 or more distinct features. For THREE of those features, give a concrete example of your thoughts and actions. ONE of those examples must be from the past, rather than from your present situation and work/study activity. It may help you to choose a personality descriptor (zurückhaltend, vielseitig) and do an internet search on that feature in combination with "ich über mich", to find a web page of someone perhaps like yourself, whose language you can then plunder. To steer away from dating sites you might add some "filter" words, like "Lebenslauf" (résumé) and references to job titles or specific interests. Here are two examples: [thumbnail self-descriptions from a youth group](#); the detailed biostatement of a woman who writes children's books. We may use part of her text as a translation assignment.

Vorbereitung auf die nächste(n) Stunde(n)

- Begin searching, using (quoted) "ich über mich" and smart keywords, for a person in the German-speaking world who shares your educational, career, and even personal interests. This is preparation for assignments where you will translate that person's résumé and use its vocabulary to enrich your own résumé in German.
- Can you find a German-language version of a how-to manual that teaches about the special skills area you have chosen for your individual project this quarter? It could be general or just for a specific skill within that area. Examples: "Getting Familiar with MS Word"; "Headers and Footers in MS Word".
- (maybe) a reading & translation assignment about manners and other behaviors in the German-speaking work environment.
- research about a company in the German-speaking world (or a Schülerfirma)

Vorschau auf die nächste(n) Aufgabe(n) und Sitzung(en)

- **Wir entwickeln, zeigen und belegen eine Fachkenntnis**
- Hörverständnisübung: Wie ein Verbrecher seine Arbeit tut



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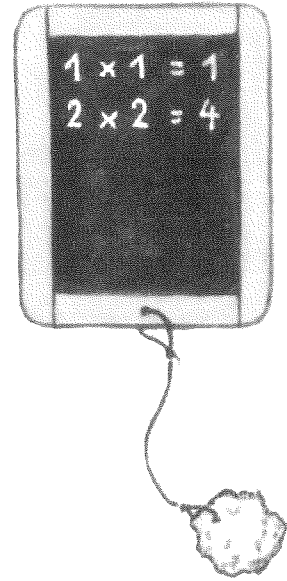
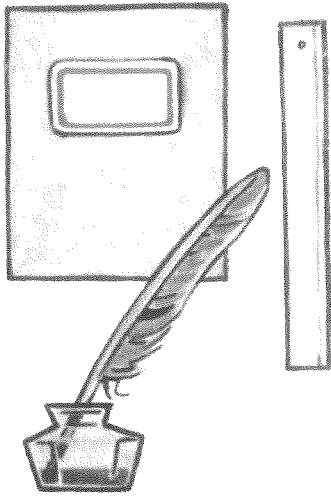
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Schedule of Events for November 2012

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Major & Career Exploration</p> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 14 2-3 pm</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 7, 14 & 21 10-12 am</div>	<p>Myers-Briggs Type Indicator (3 part) Learn how your personality and skills relate to potential majors and careers and how to explore fields that fit your type and interests. (You must attend all three sessions). \$20 materials fee.</p> <p>CSI Career Search Institute: Skills, Values & Interests Explore your skills, values, and interests and how they relate to your major and career. Through self-awareness activities, you will begin to understand how these three things are related to your major choice, career aspirations, and life.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Job Search Strategies & Documents</p> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 13 • 10-11am Nov 30 • 2-3 pm</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 27 10am-12pm</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 8 • 2-3 pm Nov 20 • 10-11am</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 7 1-2:30 pm</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 1 2:30-3:30 pm</div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; text-align: center;">Nov 9 11 am-3 pm SMSU Ballroom</div>	<p>Introduction to Interviewing Learn the basics of interviewing and begin to develop your interview skills in this introductory workshop. Great for those who are new to interviewing or haven't done it in a while.</p> <p>Effective Interviewing This in-depth workshop provides information on how to prepare for an interview, what employers expect from candidates, and how to handle the most common interview questions. Practice time available.</p> <p>Writing Resumes & Cover Letters Get the latest information on how to effectively write and format job search documents, such as what information to include, how to create a targeted resume, and how to illustrate "fit" with a position.</p> <p>Internships: Overview and Search Tips This discussion-based workshop covers topics such as the benefits of doing an internship, search tips, informational interviews, networking, how to create your own internship, etc. Q&A time available. *October 11 session offered in Honors Building, room 208.</p> <p>Writing Fellowship Essays NEW! Hear from scholarship recipients and fellowship committee members on how to write a winning fellowship essay! Learn do's and don'ts of fellowship essays and start writing early for your chance to win competitive fellowships!</p> <p>12th Annual Non-Profit Career Fair We expect to have over 65 nonprofit organizations in attendance to recruit volunteers, interns, and hire graduates, as well as educate students about career options in the non-profit sector.</p>

Ene dene
Tintenfaß,
geh zur Schul'
und lerne was.



Lernst du was, so kannst du was,
kannst du was, so hast du was!

Datum:

Name:

Bewertungsblatt: Meine praktischen Kenntnisse und Fähigkeiten

	Niveau	Beispiel: Textverarbeitung
6	musterhaft Ich verfüge über Profikennnisse und kann andere Kollegen ausbilden.	Ich benutze häufig ohne daran zu denken, eine breite Anzahl typografischer Mittel, um Texte vieler verschiedener Arten zu gestalten, z.B., Visitenkarten, Broschüren, CD-Etiketten, Posters, Buchveröffentlichungen mit importierten Mediendateien. Ich greife zur "Hilfe" äußerst selten.
5	ausgezeichnet Ich verfüge über viele Kenntnisse.	Niveau 6, aber gelegentlich langsam und mit "Hilfe."
4	ausreichend Ich verfüge über im Beruf brauchbare Kenntnisse	Ich schreibe oft längere Dokumente von mehreren verschiedenen Arten, und gestalte meine Texte mit verschiedenen typografischen Mitteln, damit die Dokumentarten voneinander gut unterschieden werden können. Ich tippe schnell und genau.
3	lückenhaft Meine Kenntnisse taugen zu einfachen Privatzwecken.	Ich schreibe längere aber nur einfach gestaltete Dokumente, oder kurze Texte mit Änderungen, die über Menübildchen ausgeführt werden. Für mich ist der Textverarbeiter im wesentlichen nichts anderes als eine Schreibmaschine.
2	mangelhaft Ich verfüge über sehr einfache Grundkenntnisse.	Ich bringe nur den reinen Text, fast ohne typografische Gestaltung (z.B., einfache Änderung der Schriftgröße, Randänderungen mit Tab-Taste). Meine Dokumente sehen wie Email-texte aus. Ich tippe aber relativ schnell und genau.
1	sehr mangelhaft Ich verstehe einige Grundbegriffe und kann einige einfache Tätigkeiten ausüben.	Ich bringe nur den reinen Text, ohne typografische Gestaltung und mit viel Mühe und Angst. Ich benutze nur eine Schriftart, in einer Größe. Meine Dokumente sehen wie Email-texte aus. Ich tippe langsam und mit vielen Fehlern.
0	total unentwickelt Ich verfüge auch nicht über die geringsten Kenntnisse.	Selbst eine Email habe ich noch nicht getippt.

Bereich	Niveau	Ausbildung u. Erfahrung (Kurse, Arbeit)
Textverarbeitung		
Datenbankdatei-Verarbeitung		
Tonverarbeitung		
Grafikverarbeitung		
Website-Gestaltung		
Marktforschung		
Vermarktung		
Produktionsvorgänge		
Ausstellung u. Präsentation		
Personalverwaltung		
Büroverwaltung		
Buchführung		

Polyglot

Department of World Languages and Literatures

Fall 2012 Newsletter
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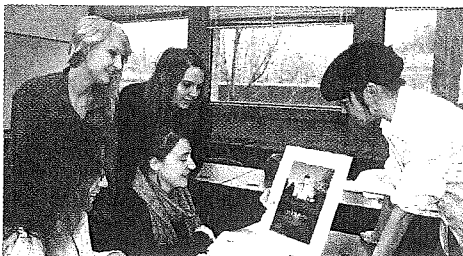
LANGUAGES TAUGHT ACROSS THE CURRICULUM:

Innovative world language classes set stage for stellar student success



Olesya Kisselev, Russian Flagship Instructor, uses across the curriculum language instruction to help develop her students' higher-level thinking skills.

Students achieve advanced language proficiency in classes that focus on interdisciplinary goals and use authentic materials and activities to immerse them in language learning.



Russian Flagship students **Michelle Cabrera, Christiana (Lenamond) McGrady, Valeriya Shcheglova, and Valeria Spirko** discuss cultural implications of an image with Russian Instructor **Daria Aleeva** (right).

IN AN INCREASINGLY GLOBALIZED world, the need for multilingual people has never been greater, and PSU is on the national forefront of world language instruction. Over 24 languages are taught in the Department of World Languages and Literatures, and students achieve advanced proficiency in many. An interdisciplinary, across the curriculum approach is the key to success in many of these courses. There are numerous success stories within the department, but several noteworthy programs deserve a standing ovation.

When students engage in "real" creative challenges, they develop higher levels of language skills and cultural understanding. PSU offers an innovative language course that puts this concept into dramatic action. **Laurence Kominz**, Professor of Japanese, offers a course designed for fourth-year students of Japanese in which students perform in a kabuki theater production for the community at large.

This innovative course is unique to PSU. "It is a rare opportunity for students to be able to study kabuki theater in a university setting," observed **Kathie Godfrey**, Senior Instructor of German and past conference coordinator for the national Cultures and Languages Across the Curriculum (CLAC) Consortium.

William Fischer, Professor of German, has long recognized that many of his language students also have a strong interest in business, and he pioneered a course that addresses both



The kabuki play, "*The Medicine Peddler*," is the culminating activity of JPN 422/522 and is performed by students and directed by WLL Professor of Japanese, **Laurence Kominz**. PSU students (left to right) **Jayne Stevens, Ania Kotenova, Rachel Miller, Lexx Fluder, Shara Luedke** appeared in this June 10, 2012 performance.

subject areas. Third- and fourth-year students have the opportunity to participate in a real, student-run business in his "German for the Working World" course.

Students discuss real issues connected with product design ideas that emphasize sustainable materials and sales potential, while considering profit and loss issues. Dr. Fischer says student participation and language skills bloom once they "get" how real the challenges are that they are grappling with in this business enterprise. This fall, the student-run business will produce a new card to complement a line of greeting cards produced in past classes. Once again, this language course is unique to PSU. There are many student entrepreneur courses, but not language-based ones.

► CONTINUED ON PAGE 2

SECOND LANGUAGE ACQUISITION SPECIALIST EAGER TO HELP:

Steven Thorne offers leading-edge research and instructional collaboration to faculty and students

TWO YEARS AGO, STEVEN THORNE, Ph.D., enthusiastically accepted a position in the Department of World Languages and Literatures as a specialist in Second Language Acquisition. The opportunity to work at Portland State University and live in Portland was irresistible to Dr. Thorne, who is an internationally recognized trailblazer in the fields of Second Language Acquisition and Applied Linguistics.

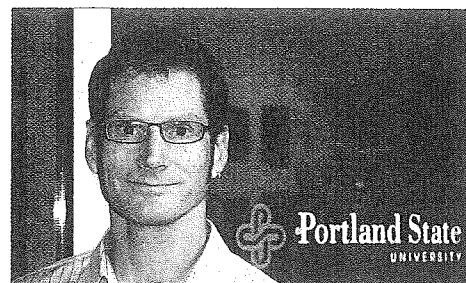
Dr. Thorne seems to have the energy of three people; he is a prolific author with more than 60 scholarly books, articles, and book chapters published. He also currently contributes to five national or international grant projects and research networks, and is a much sought-after presenter at international conferences.

Additionally, Dr. Thorne holds a secondary, part-time faculty appointment in the Department of Applied Linguistics at the University

of Groningen in the Netherlands. But when asked where his academic home is, Dr. Thorne doesn't hesitate – the Department of World Languages and Literatures at PSU is exactly where he wants to focus his work. "PSU is one of the up and coming universities in the US, and the collegiality and professionalism within the department are tremendous, as are the opportunities for interdisciplinary research."

Dr. Thorne collaborates with faculty and students on issues of foreign and second language pedagogy and how to improve learning outcomes. He also has an active research agenda which focuses on the processes of language development, uses of new media, and new theoretical frameworks for understanding human interactivity.

Dr. Thorne enjoys the classroom as well and is currently teaching a "Languages of the World"



Steven Thorne works on a variety of projects that examine technology-mediated language learning occurring within and outside of formal educational settings.

course. He also periodically teaches "Foreign Language in Popular Culture," "Uses of New Media in Second Language Education," and "Language and Power."

Dr. Thorne is eager to establish more connections with WLL faculty and students in order to foster innovation in foreign language teaching and learning. "Things already go very well here, and there is tremendous potential in the department to continue developing and innovating in ways that are central to the mission of the University." He pointed to some current programs that are strong examples of success, "They're doing incredible things in the Russian Flagship Center to achieve advanced proficiency, and PSU's emphasis on Capstone projects has tremendous potential to include foreign language learning or even the use and learning of multiple languages."

And the special appeal of living in Portland? "Livability," he answered, "It's a wonderful place to raise a family, and I really enjoy the bike culture here."

LANGUAGES ACROSS THE CURRICULUM continued from page 1



The languages of love – students of GER 320/420 produced this charming student-designed card using sustainably-produced paper stock. Past products include multilingual frisbees, travel mugs, and vocabulary cards.

» Taking language learning to the next level

The Russian Flagship Center provides the most comprehensive program for PSU students to achieve professional-level proficiency in a world language. Students in this program earn a Certificate of Advanced Proficiency in Russian while completing a degree in any discipline. Students participate in a series of advanced language classes, as well as in Russian classes that mirror the University's general education program.

The Flagship program culminates with a study abroad experience, and while in Russia, students engage in internships that complement their academic majors. Last year's internships illustrate the diversity of student interests: one student co-majoring in Business worked at a Russian chamber of commerce, an Art major worked in an art gallery, and a Psychology major worked with a non-profit organization that helps sex workers stay HIV- and TB-free. The results of this program are stellar. "But we are always looking for ways to do what we do better," observed *Olesya Kisselev*, an instructor in the Flagship program. "We are constantly improving our classroom practices to better help our students become true global professionals – multilingual, multicultural, and adaptive to the ever-changing professional world."

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