

GER 301 • Fall 2013 • Course Description

last modified:
9/30/13

Concept & purposes. The TR section of German 301 will concentrate on career, employment, business, economics, and the workplace, with special attention to a related topic that is particularly associated with the German-speaking world and is also priority at PSU: sustainability. The course will be balanced between learning about the German-speaking world and applying that knowledge, and your other knowledge and skills, to explore your career options and document your qualifications, with an eye to career activity that might involve your German language skills. The practical application of occupational skills, and the topic of sustainability will include learning about "SpeakEasy", a German-speaking PSU project that is developing a student-run business startup. SpeakEasy is the focus of German 320/420 - German for the Working World.

This section of GER 301, and GER 320/420 as well, are part of an effort to serve the needs of today's students of German and to develop a career/business "track" on the level of a minor or a concentration within the major. For information about other relevant courses, contact on-campus German faculty and instructors in the Deutsche Sommerschule am Pazifik.

Language development. When they start third-year German, most students are approaching an important new stage in their proficiency. They have acquired the ability to take care of survival matters with relative comfort, not just the desperation that characterized their language in first-year German. They have also begun to handle optional situations, mostly with regard to their personal circumstances, but sometimes of a more general kind. But they still find it difficult to maintain their language at that level, in real time, for more than a few sentences. When they encounter higher-level tasks, such as extended narrative or description beyond what is very familiar, they falter. Sometimes the difficulties involve linguistic features they understand pretty well but can't manage with sufficient accuracy. At other times the problem is something that they still have much difficulty understanding, much less applying.

Relation to career development, etc. This course, like courses in many programs in the US, uses the widely-recognized Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (www.actfl.org). We'll also refer to the European Union Proficiency Standards (Kompetenzstufen) and use the related résumé and language test resources.

Here is a condensed version of the Guidelines for speaking and writing. The ACTFL Proficiency Guidelines call the "survival" level of proficiency "Novice". The next level up is "Intermediate," whose lower range some learners reach at the end of the first year. Some learners reach the upper range of "Intermediate", called "Intermediate-High", at the end of the second year. It is the purpose of the third-year course to help learners move into the "Advanced" level of proficiency. That level is characterized by the ability to narrate and describe the range of everyday activity, in three time frames (present, past, future), using clusters of connected sentences.

In the upper range of the Intermediate level, "everyday" starts to include the realm of occupations and work. The Advanced level includes more general topics that are part of the lives and interests of adults; some of these topics are work-related. For example, telling (or writing) how you spend your time at your job, and how it went yesterday, as though you were chatting with someone on the bus, is Advanced: "I got there on time, but one other person was late, so I had to help photocopy the information for the meeting." So is simple discussion of, say, what comes out of your paycheck and what you think about that: "I earn X, and pay Y in taxes. I get my health care through..., which is good, because last year I had a bike accident. I wish everybody had such good medical insurance."

The occupational theme continues through the various stages of ACTFL Advanced, as do other themes like pastimes, extended family, etc. This involves development of both vocabulary (not just "insurance," but also "increase payments") and grammar ("I wish I had taken the other job"). People with "Advanced" proficiency should be able to function well enough linguistically in the workplace that

they could actually carry out basic job responsibilities, and then - as will happen in German 301 - add specialized language to suit their special career interests. Of course, it is easier to get a job if you can document your skills, both the particular skills for that particular job, and the language skills you will use to carry out your job responsibilities as you live your life, possibly in a German-speaking environment (or if you take a job in the English-speaking world that nevertheless requires some proficiency in German).

And that's what we'll be doing in German 301. Here's how it breaks down into categories of language and content activities:

1) We'll constantly work with the Advanced (and sometimes higher) features of grammar: past tense, future tense, subjunctive, passive, subordinate-clause word order, and connectors (especially the ones that express sequence and causality). You've had - probably several times - what is called "initial exposure" to those features. The aim now is "partial control" (and not just when you're consciously paying attention to them). The stage beyond "partial control" is mastery. While mastery of the grammatical topics just mentioned does not generally occur in third-year German, there are some other features of grammar where learners at the third-year level should be approaching mastery, such as basic word order (placement of "nicht", modal verbs, conjugation of haben/sein and correct form of participles in past tense).

Some particular targets: *werden*, modal verbs, participles and gerunds (equivalents of English "-ing", for example), prepositions, conjunctions, and relative pronouns.

2) We'll constantly work with Advanced vocabulary that is "generic", in the sense that all adults need it and most people acquire it, in their native language, by their early teens: insurance, quit, fold, success, due to, meanwhile, afterward. Such "generic" vocabulary is an essential part of language for the workplace (but also the home and the street).

3) We'll spend significant time on vocabulary that is clearly related to career and workplace, in the particular realm of the lower/middle level of white-collar employment and small / startup businesses. This will include several realms of activity: common workplace operations and objects (envelope, folder, stapler); office (and home) technology (application, cursor, scroll, save, delete, connection, crash); language directly related to employment (hire, fire, apply, application, accept, decline); and the social language of the workplace - you will be expected to engage readily in common workplace behaviors like small talk at the start of a shift, coordinating schedules with co-workers, and perhaps even complaining. (Did you notice that "application" appears in two lists here?)

4) There has to be linguistic and cultural "input" (reading and listening). Some of this input will resemble a course textbook (see list below). Even more of it will be "real-world" material from printed and internet sources ("real-world" = created for some other purpose than a language course): career advice, employment documents, business reports, "self-help" resources (how to behave in a job interview, how to write a résumé). While most reading (and listening) will be in German, of course, some reading will be in English: cultural content that can be compared to what you are learning about the culture of the German-speaking world; texts that can help you improve your language-learning skills.

5) There has to be linguistic and cultural "output" (speaking and writing). A little of your "output" will resemble conventional coursework: occasional grammar and vocabulary activities and quizzes. Most of it, though, will be "real-world" - things you might produce in a work environment and can therefore use to document your job and career skills. You'll put those items in a collection (portfolio) that you could actually present as part of an employment application. You will also do a small amount of writing in English: a few reflective remarks, and some written translations that can document your employment preparation in that skill.

6) Along the way you'll customize the learning to fit your own preferences and needs. For example, you'll focus on a particular skill you have or want to have, and add German to it - such as reading instructions for audio-processing software and preparing, in German, a short presentation that tells others a little about how to use it.

7) Up to about 1/4 of the coursework will be hands-on participation in "SpeakEasy". You may be helping to develop and market multilingual greeting cards, travel mugs, and disk-flyers, or working on a vocabulary product that can be delivered through iTunes, or starting to create a calendar-cookbook for the WLL Department or German section. This activity can go on your résumé as a small-scale internship, and you may well know that internships, even unpaid, are hard to come by these days.

8) A special theme we will work with throughout is sustainability, both environmental (Umweltverträglichkeit) and economical (Nachhaltigkeit). You'll learn about that in the German-speaking world, which is a leader there, and as part of "SpeakEasy" activity.

Assignments. Each week there will be reading and listening assignments, an assignment to write in German, and an assignment to write in English (either a translation or a reflection for your portfolio). The assignments will be related to each other, within each week and throughout the course.

Evaluation. Every activity will be evaluated with a scoring guide, which you will usually see ahead of time.

Tests. Each week there may be a short quiz involving vocabulary, writing in German, and writing in English (either a translation or a reflection). There is no midterm. Your portfolio, with revisions, will be part of your final grade. During the scheduled final exam period there will be a group discussion or presentation which will be graded on a combination of group and individual performance.

Grading factors:

10% quizzes (if we have them); if not, the 10% will be redistributed among the 3 next items below

50% weekly assignments

20% final activity

15% finished portfolio with concluding English and German summaries/ reflections

5% participation (attendance and contribution to discussion)

Weekly Schedule. Follow this link to see the topics for each week and links to class meetings and the resources developed for them.

Deutsch 301 • Herbstsemester 2013 Kalender und Sitzungen

last modified:
10/1/13

Woche 1: unser Kurs (Ziele, Methoden, Aktivitäten, Aufgaben); unsere Biografien, Erfahrungen, Pläne

Nr. 01 • 01.10. Di: Tagesordnung

Nr. 02 • 03.10. Do: Tagesordnung

Woche 2: Sprachkenntnisse, Schulung u. Ausbildung, Reisen

Nr. 03 • 08.10. Di: Tagesordnung

Nr. 04 • 10.10. Do: Tagesordnung

Woche 3: Allgemeine Kenntnisse, Fachkenntnisse, Erfahrung (Arbeit, im Beruf)

Nr. 05 • 15.10. Di: Tagesordnung • Infoblatt: 0086 Quelle – Welcher Beruf?; 0033a ACTFL Guidelines - Speaking; EU Kompetenzstufen (CEFR) – Zusammenfassung (en); Mac "Maus oder Trackpad?" (Ss. 1, 3)

Nr. 06 • 17.10. Do: Tagesordnung • Infoblatt

Woche 4: Am Arbeitsplatz: Was man tut, Sozialverhalten, Sprachsonderheiten

Nr. 07 • 22.10. Di: Tagesordnung • Infoblatt

Nr. 08 • 24.10. Do: Tagesordnung • Infoblatt

Woche 5: Firmenorganisierung, Existenzgründungen, eigenes Geschäft von Zuhause, Arbeiten von Zuhause aus, Schülerfirmen

Nr. 09 • 29.10. Di: Tagesordnung • Infoblatt

Nr. 10 • 31.10. Do: Tagesordnung • Infoblatt

Woche 6: Gesundheit u. Arbeit

Nr. 11 • 05.11. Di: Tagesordnung • Infoblatt

Nr. 12 • 07.11. Do: Tagesordnung • Infoblatt

Woche 7: Wir entwickeln, zeigen und belegen eine Fachkenntnis

Nr. 13 • 12.11. Di: Tagesordnung • Infoblatt

Nr. 14 • 14.11. Do: Tagesordnung • Infoblatt

Woche 8: Wir entwickeln, zeigen und belegen eine Fachkenntnis (Fortsetzung)

Nr. 15 • 19.11. Di: Tagesordnung • Infoblatt

Nr. 16 • 21.11. Do: Tagesordnung • Infoblatt

Woche 9: Einübung in die Aufgaben u. Tätigkeiten der PSU-Studentenfirma "SpeakEasy"

Nr. 17 • 26.11. Di: Tagesordnung • Infoblatt

Nr. 18 • 28.11. Do: [entfällt]

Woche 10: Stellenbewerbung u. Vorstellungsgespräch; Geldsachen

Nr. 19 • 03.12. Di: Tagesordnung • Infoblatt

Nr. 20 • 05.12. Do: Tagesordnung • Infoblatt

Woche 11: Zusammenfassung (schriftlich u. mündlich)

•••• •• Uhr • [Ort] - s. Tagesordnung Nr. XX

Deutsch 301 • Herbstsemester 2013 Sitzung Nr. 01 • 01.10. Di • Tagesordnung

Vorige Sitzung: Vokabeln

[entfällt heute, weil 1. Sitzung]

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

Kursbeschreibung; Fischer-Richardson, German Reference Grammar: introduction; topics; main text
Nees, Greg. "Germany: Unraveling and Enigma" (Amazon site and preview of chapter 1)

Schlüsselwort/begriff des Tages / der Woche

future, past, present; expect, predict

Vergangenheit - the past	Gegenwart - the present	Zukunft - the future
vergangen- - past (adjective)	gegenwärtig - present (adjective)	zukünftig - future (adjective)
voraussagen - predict	rückblickend - looking back, retrospectively	voraussichtlich - prospectively, probably
eventuell - possible (NOT eventually, later)	erwarten - expect, anticipate	vermuten - expect, suspect (but not suspiciously), guess

Schwerpunkte (Zeichenerklärung)

SmallTalk: Gutes/Schlechtes Wetter am ersten Unterrichtstag; Schwierigkeiten am ersten Tag (Parkplätze? Buchhandlung u. -bestellung? lange Schlangen an den Kassen und Schaltern? Einführung u. Kurze Übersicht: Wir lernen einander ein wenig kennen (Studium? Berufsziele? Wohnort). Der Professor stellt sich vor (Lebenslauf). Unser Kurs (Beschreibung)

Übung: Wir beschreiben die Zukunft -unsere Pläne für das nächste Jahr (September - Juni). Bitte versuchen Sie, die obigen Vokabeln anzuwenden. Vortrag: werden ≠ wollen; "Ich arbeite" oder "Ich werde arbeiten"? Wir sprechen, dann schreiben.

Debriefing: the course - what it is and why; what I wanted to learn from the activity we just did; basic principles of language learning (negotiating meaning, contextual learning, i+1, inferencing and risk-taking); the role of grammar and vocabulary; the ACTFL Advanced proficiency level (later: EU standards)

Übung (mündlich, dann schriftlich): Wie wir die letzten Stunden unsrer "Freiheit" (vor dem Semesteranfang) verbracht haben (erzählen u. beschreiben in der Vergangenheit)

Jetzt lesen wir ein wenig, und wir übersetzen auch: Eine Unternehmerin (Elaine Richard) stellt sich vor ("ich über mich"): Link und pdf

Jetzt hören wir ein wenig (00028), und wir fassen zusammen: Was machen Peter und seine Frau? (text of 00028)

Debriefing: the "hands-on" parts of the course - regular activities, portfolio, and SpeakEasy; English conversation: a) your job skills; b) your business experience (or that of someone you know); generic Advanced vocabulary vs. "business" vocabulary; check of generic Advanced vocabulary (room parts, office processes)

Übung: Ihre praktischen Kenntnisse; Ihre Geschäftserfahrung(en)

Wrap up: assignments for the week and preparation for next meeting - see below

Aufgabe(n)

- Bitte SÜFORT eine Email an mich richten, wo Sie Ihre bevorzugte Email-adresse angeben.
- Due Tuesday (8 October): Read the course description and write, in English, a reflection about: 1) how the course fits into your larger PAST study of German; 2) how it fits into what you want from your study of German. Keep it to 1 page (250 words). Your reading and reflection will be the basis of class discussion of those topics, in German, on Tuesday, as preparation for when you compose your own career statement and résumé in German.
- Read online the first chapter of Nees, Greg. "Germany: Unraveling and Enigma", and be prepared Tuesday to tell (in German) how you want to obtain the book: get the print version on your own, join others in a group order of the print version, or use the Kindle version.
- Due Tuesday (2 October): Read the "Ich über mich" statements by the students from Irkutsk who are participating in the TU Dresden course where they learn about German culture and ways of thinking. Note vocabulary that you can use in your upcoming personal statement. Translate into English either Oksana Zwira's or Irina Anziferowa's statement. This document may go into your career portfolio, so not only should the translation be good - it should also look good.

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.
- Explore my conference presentation about SpeakEasy, so that you will better understand how SpeakEasy will fit into German 301 and, for when you might take the courses, GER 320 & 420.

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

- First formal writing activity: "Meine Zukunft"; specification to come next Tuesday
- First "Reference Grammar" assignment, as preparation for "Meine Zukunft"
- First listening assignment, with transcription, translation, and German paraphrase; specifications to come Tuesday at the earliest

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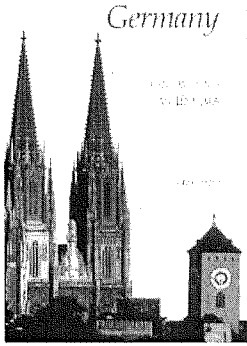
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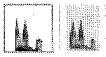
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Greg Nees (Author)

(20 customer reviews)

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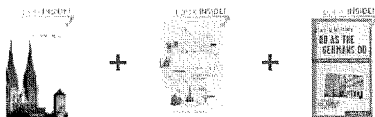
Book Description

Publication Date: **January 2000** | ISBN-10: **1877864757** | ISBN-13: **978-1877864759**

Did you know that more Germans have immigrated to the United States than any other ethnic group? While German culture is rich in its own traditions and history, Americans still tend to see German culture as similar to their own until they experience it firsthand. In his book, *Germany: Unraveling an Enigma*, Greg Nees seeks to highlight the background and customs of this fascinating group of people. As it turns out, Germans spend a great amount of time discussing their puzzling heritage and culture; in fact, discussing and debating almost anything is one of their favorite pastimes, and with *Germany*, Americans can begin to understand and unravel German culture as well. The book includes a review of modern German history, major German cultural themes and their relationship to German communication patterns, and it also looks to the future, piecing together a picture of twenty-first century Germany. *Germany: Unraveling an Enigma* will be welcomed by anyone interested in Germany or German culture. It can be especially valuable for students, managers, and others living in Germany, along with anyone else wishing to understand the dynamics of cross-cultural interaction between Germans and Americans. *Germany: Unraveling an Enigma* is a concise guide for any teacher

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Frequently Bought Together



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This item: *Germany: Unraveling an Enigma* by Greg Nees Paperback \$24.32

Those Crazy Germans! A Lighthearted Guide to Germany by Steven Somers Paperback \$14.39

Eliane Richard

- Geschäftsleitung
- Beratung
- Verkauf



Ich über mich:

Ich bin ein grosser Tierfreund und liebe die Natur, Zürich und den See. Höre viel und gerne Musik, vor allem Hardrock (AC/DC). aber ich malträtiere auch mal gerne mein Tenorsaxophon! Im Winter trifft man mich auf der Skipiste, im Sommer draussen in der Natur oder am Wasser (wenn ich nicht grad an der Arbeit bin!)

Louis Bataillard

- Webseite (Erstellung & Wartung)
- Technischer Support

Ich über mich:

Ich bin Student der Betriebswirtschaft an der ZHAW in Winterthur. In meiner Freizeit beschäftige ich mich mit dem Erstellen von Webseiten und allem was dazugehört. Sie finden meine Webseite unter [MobWeb.ch](#).