

Deutsch 301 • Herbstsemester 2014
Sitzung Nr. 03 • 07.10. • Tagesordnung • assignment & deadlines

Vorige Sitzung: Vokabeln

verlängern - extend	Verlängerung - extention (time/ space, also file name)	Verlängerungskabel - extention cord
feuern - fire (from job)	ausschmeißen - kick out	erweitern - expand, broaden
entlassen - dismiss (from job)	kündigen - quit a job OR be terminated	Muttersprachler - native speaker
gedruckt - printed	schief gehen - go awry	
Zeichen - sign (symbol), character	Sonderzeichen - special character (font)	Schild - sign (posted notice)
sich beschweren - complain	Beschwerde - complaint	klagen - complain, gripe
Vorort, Außenbezirk - suburb	Viertel - section of a city	pflegebedürftig - high-maintenance (said of persons)
tüchtig - hefty, hearty, solid (meal, etc., NOT of people)	kräftig - powerful, hefty, solid (can be said of people)	ausgeglichen - even-tempered

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

Kursbeschreibung

Fischer-Richardson, German Reference Grammar and Bildwörterbuch

Nees, Greg. "Germany: Unraveling and Enigma" (Amazon site and preview of chapter 1)

Schlüsselwort/begriff des Tages / der Woche

Sprachkompetenzen u. Sprachstudium, verwandter Hintergrund • language proficiency and background

Kenntnisse - knowledge	mündlich - oral	schriftlich - writing (in writing)
Hörverständnis - listening comprehension	sich ausdrücken - express oneself	sich verständigen - make oneself understood
versuchen - attempt	zum Teil - partially	fließend - fluent(ly)
Schwierigkeit - difficulty	einfach - simple/ simply	Gespräch - conversation
Wortschatz - vocabulary (collectively)	Vokabeln - vocabulary words	klar - clear(ly)

Schwerpunkte (Zeichenerklärung)

- SmallTalk: das vergangene Wochenende, natürlich; die Studenten/ Studentinnen und Professoren(-innen) / Lehrkräfte in unseren Kursen; unvergeßliche Schulkameraden u. Lehrer aus der Vergangenheit
- Übung (mündlich): unsere Sprachkenntnisse (wie gut? wie gelernt?), Schulung, Ausbildung, Auslandsreisen (reisen, fahren, fliegen, gehen [!go/walk!]; ___ gegangen, usw.); Zeit / -mal
- Debriefing: target level of foregoing activity; targeting the right level; negotiating meaning:

- diftovu (color); wfsujdbm (spatial orientation); and now some that you might not know even in English (from supermarket "Wat ist denn dat"?: uxjtu ujf; rvjl mpd "Keene Ahnung?"); the ACTFL Advanced proficiency level (later: EU standards); if time: fill out ACTFL Guidelines
- Kurzer Vortrag über SpeakEasy (Firmenwebsite; Konferenz-Vortrag); Beschreibung einiger Grußkarten
 - Debriefing: the Elaine Richard translations from last Thursday (Link und pdf); vielleicht eine Übung in dt. Sprache: wir korrigieren / übersetzen gemeinsam
 - Übung: Wie werden Sie Nees, Greg. "Germany: Unraveling and Enigma (Amazon; Powells) bekommen/ bestellen/ kaufen/ lesen? Als Buch? E-Datei? selber bestellen oder als Gruppenbestellung? Kulturverständnisse sehr wichtig - einige Beispiele ("k/K"-Unterschied(, vielleicht mit Anekdoten über DE-USA oder USA-DE Misverständnisse
 - 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; checks of generic Advanced vocabulary vs. "business" vocabulary (room parts; basic office equipment/ home tools; office processes; business / legal vocabulary – Mjtuf);
 - Übung: Wie gerade oben: Ihre praktischen Kenntnisse; Ihre Geschäftserfahrung(en)
 - Debriefing (if time): standard ACTFL guidelines rating sheet
 - Wrap up: assignments for the week and preparation for next meeting - see below; special schedule / topics for Week 3; lunch/coffee anyone for W or F? (example of language levels: Entschuldigung / tut mir leid; Entschuldigen Sie / Verzeihung; Ich bedauere sehr / bereuen / Haben Sie Verständnis

Aufgabe(n)

- Bitte **SOFORT** eine **Email an mich** richten, wo Sie Ihre bevorzugte Email-adresse angeben.
- Due Tuesday (7 October): **Intake Reflection about the Course**
- 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 (7 October): **Translation of bios of students from Irkutsk in Dresden**
- **NEU!! First formal writing activity: "Meine Zukunft", due Tuesday, 14 October (per Email, bitte).**

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

Welcome to SpeakEasy®, otherwise known as German 320/420, but really also a world in itself! While it is indeed a language course, SpeakEasy also aims to become a real student-run company. In its current form the course, which was originally only for German, is only 14 years old. Before that, it was a conventional intermediate “Business German” language course. A few times SpeakEasy has been expanded to a French version, funded by two PSU grants totaling \$6000. But SpeakEasy also earns its own profits with sales of its products.

The chief learning goal has always been to prepare participants for a modern working environment in which the target language is used both professionally and socially. A PSU Faculty Enhancement Grant, awarded in 2001, allowed a new goal to be added: to establish a business in which German (and later, other languages) are both the target for learning and also the medium of business communication.

The focus of the business is development and distribution of language-related products. The earliest product was packs of cards with specialized vocabulary and phrase lists (“German for Skiers”, “German for the Emergency Room”). In autumn, 2009, we started having great success (profits!) with a new product line: multilingual greeting cards printed on super-sustainable paper. This quarter we will continue developing the greeting-card product-line.

Whether or not SpeakEasy became an actual business was, initially, less important than the experiences the participants gained while trying to establish it. But it will be a sign of extraordinary success if the business can be passed on to new crop of participants and, eventually, a new instructor. The target year for minimal financial self-sustainability was 2010. Some working capital was furnished in 2005 by a \$500 PSU prize for “Teaching with Technology”. The first marketable product was finished in 2007 and brought in around \$200 of additional capital. For the past several academic years we have been netting about \$500. Last year we acquired several new sales outlets. The target for this quarter is \$1000. Eventually we hope to hire additional instructors with those profits.

The course has two linguistic goals: 1) moving closer to, or further along in, the “Advanced” level of the ACTFL Proficiency scale in speaking and writing, where the occupational realm becomes important (European Union standards B2/C1); 2) developing a specialized knowledge, above your general

maintenance level, in the vocabulary and speech register of the white-collar business world.

Over the first few days of the course you will learn much more about what those terms and concepts mean, and how your learning will be assessed. It is enough to say here that most of your learning will occur as you do things using your target language, rather than by studying grammar rules, memorizing vocabulary lists, or writing out academic exercises. Nevertheless, you are also at a stage in developing your language skills where you should prepare to learn about the language systematically – but *in* the language, and as part of our work-related activities.

We will begin the quarter by doing what would be natural when people start a new job: applying for employment, making acquaintances, evaluating job-related competencies, and engaging in “small talk.” Very soon we will take up our new business roles and continue from where our predecessors brought the company. Topics include: the structure of our organization; the nature and features of our product and how we will market it; the responsibilities of our “employees.” We will refine and expand the product-line, and develop the related skills. Along the way we will deal with such matters as quality control, employee performance, and planning the future of the company. All of this will be conducted in the target language. As you can tell, teamwork will be very important – both for the success of the company and for improvement of your language skills.

The nature and sequence of activities and assignments, and also the standards of performance, will be determined by the needs of the business. You will carry out a range of business activities in your target language: word-processing, basic accounting, marketing, equipment management, personnel matters, and so on. For example, you will create a résumé, write a review of a similar company or product, and do individual and group presentations.

But you are also actual students. So some activities will be less realistic and will serve a “support” function for your learning, such as development of a specialized personal vocabulary.

In between those two realms will be the central method of evaluating your performance: a portfolio which documents your course work and can also serve as the foundation for documenting your competence if you really do apply for employment or study in an environment that uses languages other than English.

Let’s get started! / Fangen wir doch an!

gsecommunity@lists.pdx.edu
To: gsecommunity@lists.pdx.edu
Reply-To: gsecommunity@lists.pdx.edu
[PSU/GSE Listserv] Two upcoming events in the Graduate School of Education

October 3, 2014 10:23 AM

Advisors: please alert your undergraduate students to these important upcoming events in the PSU Graduate School of Education

Open house for PSU's unique dual teaching programs

Inclusive Elementary

Educator Program (IEEP)

Wednesday, Oct. 15, 2014, 7:15 pm

Room 302 Graduate School of Education

615 SW Harrison, Portland

Let us hold a seat for you - [RSVP](#)

Secondary Dual Educator Program (SDEP)

Wednesday, Oct. 15, 2014, 7:15 pm

Room 222 Graduate School of

Education

615 SW Harrison, Portland

Let us hold a seat for you - [RSVP](#)

PSU Future Teacher Fair

PSU Graduate School of Education

All initial licensure programs

Tuesday, Oct. 21, 2014 from 4-6pm

Room 296 Smith Memorial Student Union

1825 SW Broadway, Portland

Two sessions - attend one or both!

SESSION I

GENERAL INFORMATION

4-5 pm

Presentation at 4pm, then collect information on

PSU's teacher training programs

SESSION II

BILINGUAL EDUCATORS

5-6 pm

Are you bilingual? Learn about the increasing

demand for bilingual educators in Oregon's
classrooms

Let us hold a seat for you - [RSVP](#)

For more information call [503-725-4619](tel:503-725-4619), or email gseinfo@pdx.edu

Important GSE deadlines

Application for GTEP/SDEP/IEEP admissions for 2015-16 - **Feb. 1, 2015**

Applications for GSE scholarships for 2015-16 - **Feb. 1, 2015**

Portland State University
Graduate School of Education
PO Box 751 - 615 SW Harrison
Portland, Oregon 97207-0751

[Website](#)



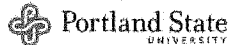
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of Education

PORTLAND STATE UNIVERSITY

Best Regards,

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The Graduate School of Education Admissions Advising Team
Deborah Allen, Director of Recruitment, Outreach, and Student Services
Lynda Pullen, GTEP Admissions Adviser
Carlos Quatela, Special Education Admissions Adviser
Tara Cooper, Teacher Diversity Support Services Coordinator
Rebecca Sexton, Administrative Assistant



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