

Deutsch 301 • Herbstsemester 2014
Sitzung Nr. 01 • 30.09. • Tagesordnung • assignment & deadlines

Vorige Sitzung: Vokabeln

entfällt heute, weil 1. Sitzung

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

Kursbeschreibung
Fischer-Richardson, German Reference Grammar
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). Machen wir so etwas in unsrer Freizeit?
- 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 **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**

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"; specifications to come Tuesday at the earliest
- First listening assignment, with transcription, translation, and German paraphrase; specifications to come Tuesday at the earliest

GER 301 • Fall 2014 • Course Description**last modified:
9/29/14****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. See below for more discussion.v

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. The course is also intended to benefit students who do not continue their study of German and who intend to enter careers that are not explicitly related to German (though you never know what might happen!).

Language development – some important concepts and misconceptions

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, such as some areas of advanced grammar. I will regularly present grammar topics that target important features of the language at the third-year (ACTFL: Intermediate-High) level. An example in the first week will be how to sequence two actions that are separated in time, by using equivalents of "before" and "after(ward)". These constructions are constant problems at this level and are essential to moving to the next higher level of proficiency (ACTFL: Advanced). I will also introduce vocabulary in context, aimed at the current theme and also at the generic vocabulary of education, profession, occupation, employment and the workplace. When, for example, our topic is education and employment, vocabulary will include "training", "skills", "graduate", "complete", "progress", etc. During each class I will note what other words and structures come up, and will revise the meeting notes to include those lists.

But an obsession with further study of grammar, in itself, is unlikely to be helpful here;



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Oregonian Sept 28 2014
A1

As the cost of a college education rises, even employed graduates struggle to repay their loans

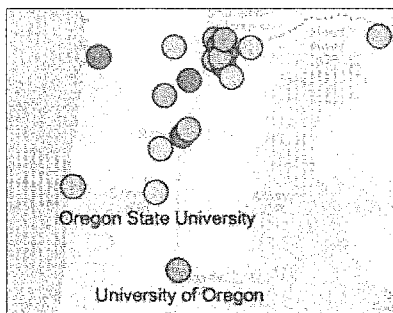
STUDENTS AT DEBT'S DOOR

THE SERIES | Era of extreme debt

Students have borrowed at least \$1.3 billion, \$3.6 million a day, the past three years running to attend Oregon colleges, part of a vast cost shift from society to individual students.

The Oregonian is publishing an occasional series examining student debt and the chokehold it has on students, the colleges they attend and the state's overall economy.

Today's story examines the broad problems, based on an analysis of data gleaned from 35 colleges plus federal and state education reports.



Q Find interactive graphics detailing each college's enrollment and student finances, as well as video interviews with Portland State President Wim Wiewel, a George Fox graduate and the executive director of the Higher Education Coordinating Commission, at ORne.ws/orstudentdebt.

By Jeff Manning
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Dean Wright, a junior at Western Oregon University this fall, is an invaluable commodity in today's Oregon: a bright, ambitious kid from decidedly modest means determined to transcend his hardscrabble background.

After two years at community college and a long, hot summer washing cars at a Volkswagen dealership on McLoughlin Boulevard, the 20-year-old Milwaukie native feels that his college career is finally beginning in earnest.

If all goes as planned, he'll become a middle school history teacher, ascend into the middle class, pay his taxes and buy his share of stuff to make the economy hum.

But college loans threaten this traditional "virtuous circle" of higher education.

By living at home and getting multiple state and federal grants, Wright managed to get through the first two years at Clackamas Community College debt-free. That will change now; Wright has already borrowed \$12,000 for his first year at Western. He figures he could be \$35,000 in the hole by graduation.

Eventually, he intends to get a master's degree, which means borrowing thousands more.

See *Debt*, A18