

**Deutsch 301 • Herbstsemester 2013
Sitzung Nr. 02 • 03.10. Do • Tagesordnung**

Vorige Sitzung: Vokabeln

das W-LAN (weh-lahn) oder "WLAN-Netzwerk" - wifi (network)	drahtlose Verbindung - connection to wifi	WLAN-Verbindung einrichten/ herstellen - set up wireless connection
"Das Hotel bietet WiFi für eine drahtlose Verbindung mit dem Internet in allen Zimmern"		
?der? Wifi? - "Sehr komfortable Zimmer mit viel Platz zum Arbeiten und Steckdosen, schließen sie (=Sie) den Computer und das Telefon, ein schöner WiFi>"		
vergrößern - enlarge	verkleinern - reduce	abnehmen - reduce (lose weight)
von Kindesbeinen auf - since kneehigh to a grasshopper	plaudern / die Plauderei - chat	nichts für ungut - no offense intended
erraten - guess (figure out)	raten - guess (try to figure out); Raten Sie mal! Just guess!	vermuten - guess (suspect)
Treffer - hit (internet, artillery)	Staat - government (system of)	Regierung - government (current administration)
versteigern / Versteigerung - auction	Unternehmen - business enterprise (not the actual building)	Unternehmer(in) - entrepreneur

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: lange Schlangen an den Kassen und Schaltern? Was tut man dabei? Wie kann man das vermeiden?
- Einführung u. Kurze Übersicht: Wir lernen einander ein wenig kennen (Berufsziele? Wohnort). Unser Kurs (Beschreibung)
- Übung: Wir beschreiben die Zukunft - unsere Berufspläne; werden = "become" (und auch

"will"); "Ich will Filmstar ~~werden~~ (nicht: sein)" = I want to be (less common: become) a movie star." Problem: "wollen + sein" bedeutet auch "claim to be" - "X will ein Genie sein" = "X claims / pretends to be / acts like (he/she is) a genius."

Debriefing: the course - what it is and why; 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); grammar, yes, but it's not all about grammar, and "grammar" can mean many things, and is much more than conjugating and adjective endings.

Aber zur Sache! Jetzt lesen wir ein wenig, und wir übersetzen auch: Eine Unternehmerin (Elaine Richard) stellt sich vor ("ich über mich"): [Link](#) und [pdf](#)

Debriefing: What might be in a portfolio that documents your German skills? Can you do an improv (aus dem Stegreif) translation of this cartoon?



(click picture or [here](#) to see full-size cartoon)

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

Debriefing: The neglected area of listening skills; a regular course assignment; the "hands-on" parts of the course - regular activities, portfolio, and SpeakEasy; if time: Kurzer Vortrag über SpeakEasy (Besuch der Firmenwebsite)

Vorübung: English conversation: a) your job skills; b) your business experience (or that of someone you know);

Übung: Ihre praktischen Kenntnisse; Ihre Geschäftserfahrung(en)

Targeting the right level: generic Advanced vocabulary vs. "business" vocabulary; check of generic Advanced vocabulary (room parts, office processes)

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 (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 (8 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"; 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 320/415, 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 ten years old. Before that, it was a conventional intermediate “Business German” language course. Last year SpeakEasy was expanded to a French version, which was 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 decks of cards with specialized vocabulary and phrase lists (“German for Skiers”, “German for the Emergency Room”). In autumn, 2009, we had 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 becomes an actual business is less important than the experiences the participants gain while they try to establish it. But it will be a sign of extraordinary success if the business actually comes into being and can be passed on to a new crop of participants. 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. Last academic year (2009-2010) we cleared about \$500, which was reinvested in the greeting-card product-line. We earned about the same last quarter (fall, 2010). The target for this quarter is also \$500. 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!