

**Deutsch 320/420 • Herbstsemester 2014
Sitzung Nr. 01 • 30.09.2014 • Tagesordnung • assignments**

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

- "I'm Giving My Students the Business" (March 2012 CIBER presentation)
- Course description (0001); PSU Small Business Accelerator Elevator Pitch Competition documents: application (0372); the pitch (0373)
- Teilnehmerbewertungsblatt deutsch (0003b); englisch (0003)
- SpeakEasy Grußkarten; SpeakEasy Vokabelkarten
- Zeitungsartikel über Portlander Existenzgründung usw. in Portland u. Umgebung (0364, "U-Wrap")
- SpeakEasy Firmenwebsite

Vokabeln - vorige Sitzung

[entfällt heute, weil 1. Sitzung] □□□□

Vokabeln für heute u. Schlüsselwort/begriff des Tagesch

believe, suppose, surmise, guess, estimate, judge, approximate(ly)

glauben- believe	der Meinung sein - be of the opinion	vermuten - suppose, guess
erraten - figure out by guessing, investigating	bewerten - evaluate/ judge	beurteilen - judge (including condemn)
schätzen - value, evaluate (but not judge)	unterschätzen - underestimate	überschätzen - overestimate
schätzungsweise - approximately	ungefähr - about, approximately	zirka - approx.

Schwerpunkte (**Zeichenerklärung**)

- SmallTalk - Sommerferienferien, neue Kurse
- Vorstellungen - kurz
- unser Kurs; Ziele u. Methoden; **vorläufiger Wochenplan**
- unsere Firma, unsere Produkte, unser Geld - Fragen an den "Chef" der Firma (meine Wenigkeit)
- ein bischen Humor: "der neue Buchhalter"
- mündliche u. schriftliche Aufgabe Nr. 1 (schriftliche Version, eine getippte Seite, fällig bis nächste Sitzung - Do 02.10.): Wir beschreiben unsere Erfahrungen in der Arbeitswelt, und auch unsere Hoffnungen u. Erwartungen, was Arbeit und Beruf betrifft
- Debriefing: This course is easier and more productive when you understand how it works ("get it"). Student-centered learning and learner responsibility. Basis in current language-teaching pedagogy. Initiative. Group- and teamwork. Departments. Skills development (language, other). What skills do you have that can contribute to SpeakEasy? Outline of assignments: 1) weekly writing (specific assignments, activity report); 2) meeting followups; 3) group activities ("neues Produkt", "Sonderveranstaltung", etc.). Reading (every link, every text

file). Business-appropriate language behaviors. Meetings outside class. Email address permission. Big question: How much do we hammer these topics: the economy, employment prospects, value (?!) of a college education?

Aufgabe(n)

- Bitte **SOFORT** eine **Email** an mich richten, wo Sie Ihre Hauptemailadresse angeben.
- **Schriftliche Aufgabe #1: Intake Reflection about the Course & "SpeakEasy" / Was erwarten Sie von unserem Kurs / von der "SpeakEasy"-Erfahrung? (fällig am 02.10.)**
- **Schriftliche Aufgabe #2: Europäischer Sprachenpaß (fällig am 07.10. Di)**
- **Vorschau: Schriftliche Aufgabe Nr. 3 (fällig am): Sie erhalten einen Artikel über eine Firma, in englischer Sprache und berichten - in deutscher Sprache - über diese Firma.**

Vorbereitung auf die nächste(n) Stunde(n)

- Tagesordnung für heute eingehend durchlesen, dazu alle verlinkten Texte und verlinkten Webseiten besuchen, besonders den Vortrag **"I'm Giving My Students the Business"**
- Welche Talente, Erfahrungen, Interessen haben Sie, die zur Entwicklung der Firma SpeakEasy und ihrer Produkte beitragen könnten??

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

- Stellenbewerbung; s. auch Infoblätter

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!



ASSOCIATED PRESS

Oregonian Sept 28 2014
A1

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

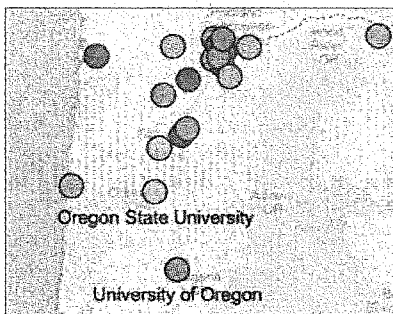
STUDENTS AT DEBT'S DOOR

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.



O 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
jmanning@oregonian.com

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

« Homepage



Can you fit an entire apartment into the all-new Volkswagen Golf?



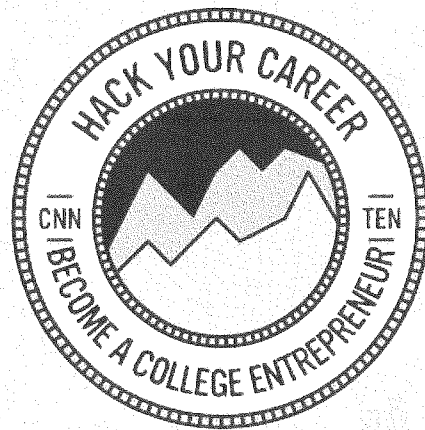
Find out here

THE CNN 10: HACKING COLLEGE



Previous

Next



Be a college entrepreneur

— 8 of 11 —

By **Doug Gross**, CNN

As a college rugby player, Anthony Gonzales was shaking off a big hit he had taken, as rugby players are prone to do.

"I said I was fine," says Gonzales, who played at Arizona State, "until I lined up for the ball on the side with the other team."

And that, says Gonzales, was the beginning of FITguard, the product of a startup he co-founded while working on his master's degree at ASU.

FITGuard is a mouthpiece designed to warn athletes, and their coaches, when they've taken a blow to the head that may have caused a concussion, like the one Gonzales suffered that day.

Using the same kind of accelerometers and gyroscopes that measure movement and speed in many smartphones, the mouthpiece lights up with green, yellow or red lights when a player's head is hit. It also sends data via Bluetooth to a mobile app so coaches or medical professionals can see what happened.

"We're the brain's 'check engine' light," says Gonzales, who said the guard could also be used in sports like skiing and horseback riding, where head trauma

THE PROBLEM

College students feel like they must graduate before starting business careers

THE SOLUTION

Launch a startup while still in school

TIP

Some universities provide funding, mentors and office space for student projects

Molalla class turns students into builders

Totally green | This year's construction project is a green home, in line with the future

By **TIMOTHY A. AKIMOFF**
THE OREGONIAN

Construction students at Molalla High School get an education that pays for itself.

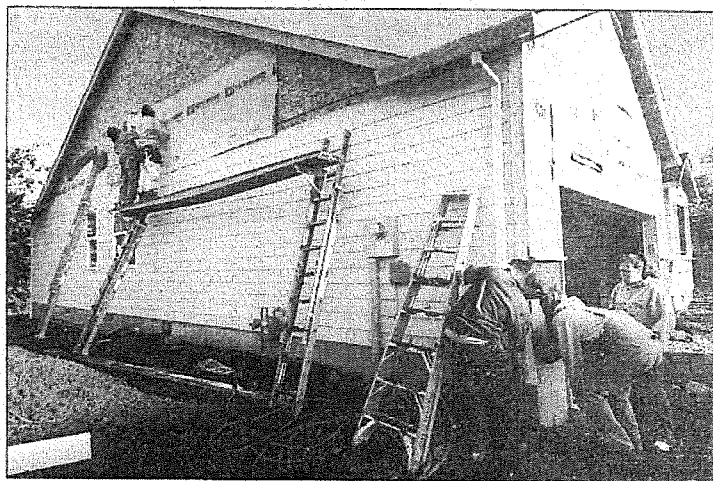
Each year for the past decade, students in Randy Spanfellner's Building Construction I and II classes have built a home while building their own skills. Along the way, Spanfellner and his students have created a program that is completely sustainable.

All expenses — real estate, building materials, even Spanfellner's salary — are paid with profits from the sale of each home. And the students come away enriched as well.

"It provides good knowledge, a good skill set and good work ethics," Spanfellner said. "I know these kids will never starve, because they leave here knowing how to do something."

Brian Ferlan, 26, remembers enjoying his time in Spanfellner's class so much that he dropped by on his own time to watch electricians wire the house, one of the few things Spanfellner subcontracts.

"I thought that class was really good," Ferlan said. "To me it was better than schoolwork; it was hands on."



BOB ELLIS/THE OREGONIAN

Vocational technology students at Molalla High School are building an energy-efficient home in a new residential area. Teacher Randy Spanfellner's classes have built 10 homes in 10 years.

Ferlan, who occasionally returns to give Spanfellner a helping hand, now is a journeyman electrician.

Molalla students can start with Basic Construction, a class that teaches hand and power tool safety, before moving up to Construction I or II, both of which involve students in nearly every aspect of building a home from the ground up.

This year, students are building an entirely green house, one that uses recycled materials and meets requirements for healthy living and energy efficiency.

"It's certainly more expensive to build," Spanfellner said, but trade organizations such as Oregon Building Congress are interested in developing a generation of skilled builders with a green outlook.

"Green building is huge in the industry right now," said Katie Infalaco, a spokeswoman for Oregon Building Congress. "We think edu-

cation needs to go that way."

Spanfellner keeps close tabs on the industry and has seen former students become business owners, electricians and plumbers, including many who help keep costs down, he said.

Although Spanfellner's program still pays for itself, the cost of land is making that more difficult. Two years ago, he could purchase a lot in Molalla for \$55,000. Today the same size lot is selling for \$70,000.

Spanfellner expects the school's current house, at 1,776 square feet, to go on the market this spring at an estimated \$225,000.

"The new home buyers are initially apprehensive," Spanfellner said of past sales. "But when they see the kind of work and dedication that go into it, they become totally sold."

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