

Presenter ~~_____~~

Scorer WBF

Date 12 June '11

Total Score 5.3

Grade A

10524-1
4 ab ab

Projekt (K22) "Deutsch und mein Studium und Beruf"

Rule of thumb for 4/satisfactory: a) The word lists are specific to the topic, contain as many or more non-cognate terms as cognates, and can contribute several terms to the writing activities; b) The English message helps the reader get beyond the initial steps in exploring the topic; c) The German message is a cohesive paragraph (some macro-organization, some simple sentence-linking), with often accurate use of core language and some incorporation of special-topic language.

Global (for summary information; is not included in score calculation)	1: on time (10%)	2: the word lists (4 x 15% = 60%) - #1 <u>6</u> #2 <u>5</u> #3 <u>6</u> #4 <u>3.5</u>	3: the English message (10%)	4: the German message (20%)
6 The student with general ACTFL Intermediate-Mid proficiency could use the lists to "mimic" writing at the ACTFL Advanced level. Accurately expands own language with individual vocabulary elements, and accurately "borrows" larger chunks of the language of the resources. The English explanation shows cultural insight and could help someone else learn about the topic in much detail.	received earlier than one week after official start of project	All 4 lists have these features: 1) fit the specifications of their kind (dictionary, institution, course, person); 2) include ambitious language (no more than a few easy cognates); 3) provide accurate English equivalents; 4) reproduce the German terms with virtually no errors.	Clear structure (leads the reader through the experience). Several cultural comparisons. Rich use of German vocabulary. Refers to differences between reader and self.	Cohesive paragraph (clear macro-organization, frequent sentence-linking [time, causation, pronouns, conjunctions]). Core language very accurate (no systematic errors). Much special-topic language.
5 Clearly nearer to 6 than to 4	received 1 week after official start of project	Two lists are moderately deficient in the features described above. Fixing them would take maybe 15 minutes each and would not need much teacher help. (Or equivalent: one list has severe weaknesses.)	Most of 6	Most of 5
4 See "rule of thumb" above.	received 2 weeks after official start of project	One list is of high quality (most of the features of a 6-level list). The others could be brought to that level with half an hour of work each, and 5 minutes of teacher attention.	See "rule of thumb" above. One cultural comparison. Several German terms.	See "rule of thumb" above. Proficiency is ACTFL. InMid (with sparse new vocab) or IntLow (with richer new vocab).
3 Clearly nearer to 4 than to 2	received 3 weeks after official start	One list is of good quality (=4). The others could be brought to that level with half an hour of work each, and 10 minutes of teacher attention.	Most of 4	Most of 3
2 The lists could add some vocabulary enrichment to the writing of the student who has general ACTFL Int-Low proficiency, and thus help produce richer sentences. For the student who has general ACTFL Novice-Mid proficiency, the list would provide the language to raise messages from non-functional to minimally functional (=reader would get the gist). The English explanation shows the reader that there is something to learn, but the reader will have to do the work.	received 4 weeks after official start	To approach 4, all four lists would need extensive work from the student and detailed assistance from the instructor (remedial language tutorial, help with finding resources).	Some information (several features), but essentially unstructured. One or two German terms. No cultural insight.	Proficiency is Novice-High (original sentences with basic cohesion in verb agreement, word order). Several (not just 2!) special-topic words. Equivalents (but unlikely): Int-Low with sparse new vocab; NMJ with rich vocab.
1 The lists and English explanation help no one. The German writing is below a clear Novice-High (=no clear evidence of independent sentences with basic cohesion).	later than for 2	It would be almost as easy to start the list-making anew as to try to repair the existing lists.	Closer to 2 than to nothing.	Closer to 2 than to nothing.

1052h-2

First-year German Individual Project (Kontext 22)

“Deutsch und mein Studium und Beruf” /

“German and My Education and Occupation”

Description: Find about how your own main area of study and occupational interest appear in the German-speaking world.

Time & Due-date: 4-5 hours; due two weeks from announcement.

Objectives / Products (see Procedure and Specifications further below)

- 1) gain information about German-language equivalents of your chief area of study and occupational interest;
- 2) compile specialized vocabulary about it;
- 3) learn about people who pursue that same interest;
- 4) write a short paragraph describing your studies and relating them to your longer-term interests;
- 5) write in English a page that tells someone in your area who doesn't know German how to pursue your interest using German-language resource materials
- 6) build a foundation for similar but more advanced projects in second- and third-year German

Notes

- 1) This description uses astronomy and automotive mechanics as examples, but many of the resources mentioned are of general value.
- 2) We strongly recommend that for this project you NOT use a general-purpose dictionary to look up the specialized terminology of your field. It is simply too easy to select the wrong equivalent. Instead, use the specialized dictionary you can probably find in the early part of the project, or compile lists of terms from websites that have to do specifically with your topic.
- 3) Websites listed here were in existence as of 18 May 2004.

Procedure (overview)

- 1) Select the academic or vocational subject-area you will be using for your research. This will usually be your major or other career focus, if you have selected it are already seriously considering one. If you are early in your college career and are yet quite unsure about your specialization, or if you have chosen General Studies, choose the subject-area whose courses you enjoy the most.
- 2) If you have not already done so, learn the German word for your chief subject area and other important subject areas. For most traditional areas of study, such as math or history, this will be straightforward. Because of differences among national university systems, some American majors, such as pre-law, will not have direct equivalents; in that case, first choose an important related subject area, such as economics for pre-law, and then later look for the advanced professional program, such as law. Some other less traditional majors may not have one single German term, or they may use an English term (example: “Gender Studies” at the Fachhochschule in Basel, where the main language of the list of subjects is German). Adapt.
- 3) Gather your various resources. This is easiest to do over the internet, but you can also do it in a college/ university library. You should locate at least 2 resources for each activity in the next section; record their WWW addresses or library call numbers and publishing information, along with a descriptive phrase to jog your memory after the resources fade in your memory. You'll probably find it best not to do the extended writing activities until you've surveyed those resources and constructed your word-lists.
- 4) Assemble your specialized vocabulary lists
- 5) Write the German and English messages

Sustainability

reminder

websites missing

will be emailed immediately *

10524-3

Specification # 1

<http://www.nachhaltigkeit.info/>

Core Vocabulary

sustainability	N	nachhaltigkeit
renewable energy		erneuerbare-energien
economical	W	wirtschaftlich
sustainability policy	N	nachhaltigkeitspolitik
quality of life*	L	lebensqualität
future generations		künftiger generationen
consumption	K	konsum
Lebensmittelversorgung*		food supply
Social-ecological		sozial-ökologische
Organic food*		Bio-Lebensmittel
Environmental pollution		Umweltverschmutzung
Resources		ressourcen

*probably means: manknabte
resources (2 the supply
will remain sufficient)*

Note to Professor Fischer:

I could roughly understand this through translation help and although greatly distorted, I was able to make some basic sense out of it. Being a student of history, I found this quite fascinating. I felt inclined to share...

*Very interesting -
so old a
term*

“Das Prinzip der Nachhaltigkeit wurde erstmals 1713 von Hans Carl von Carlowitz, Oberberghauptmann am kursächsischen Hof in Freiberg (Sachsen), formuliert, doch es wurde in den folgenden Jahrzehnten und Jahrhunderten weitestgehend missachtet...”

Anfänge gemeinsamen internationalen Vorgehens zum Schutz der Umwelt.

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Vocabulary List Specification # 2

Organization of Instruction

University of Duisburg-Essen - **Die Initiative für Nachhaltigkeit**

Herausforderungen	challenges
zu entwickeln	to develop
konkrete Lösungen	concrete solutions
Umweltfragen	environment
nachhaltigen Entwicklung	sustainable development
Politikbereiche	policy
Vergegenwärtigen	visualize
zusammengeschlossen	merged
facettenreiche	multi-faceted
gestaltend	shaping

10524-5

Vocabulary Specification # 3
Specific training pertaining to sustainability

All disciplines	aller Fachrichtungen
National Natural Landscapes	Nationalen Naturlandschaften
Internship for the environment	Praktikum für die Umwelt
Biosphere reserves	Biosphärenreservaten
Public Relations	Öffentlichkeitsarbeit
Nature Park Management	Naturparkverwaltung
Bizarre rock formations!	bizarren Felslandschaften
Magnificent forests	atemberaubenden Wäldern
Important Skills	wichtige kompetenzen
Future Career Choices	spätere berufswahl
Youth Groups	Jugendgruppen

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Vocabulary Specification list # 4

Potential acquaintance/reference in sustainability

(Note: Because sustainability is a rather broad topic for specific employment, and areas of specified interest extend into so many different fields, I settled for a bio of a prominent figure—the president of the German Nature Conservation (DNR).)

Bavarian State Forest Administration
Conservation Movement
Chairman
Environment Conference
Council for sustainable development
Published
responsibility for creation*
Board of Trustees
Agriculture
Near-future

Bayerischen Staatsforstverwaltung
Naturschutzbewegung aktiv
Vorsitzender
Umweltschutzkonferenz
Rates für Nachhaltige Entwicklung
veröffentlichte
Schöpfungsverantwortung (?)
Kuratoriums
Landwirtschaft
zukunftsnahe

1052h-7

Dear ~~John~~

As you know, sustainability is a passion we both share out of our strong desire to serve the community and the people around us. Furthermore, we couldn't agree on a more relevant and important issue in these times of resource depletion, changing climate and the numerous other alarming anthropocentric issues that have come to affect the beautiful natural world around us that we love so much. My studies in German have led me to amazing realizations about sustainability in the German world as I have discovered they are truly pioneers at the forefront of this developing field, and have an economy that would easily allow for academic sponsorship and funding for serious students like you and me, in the broad scope of this field. I have recently done some research on the German net regarding sustainability and there are some things you should know.

Umweltverträglichkeit
= environmentally sustainable/compatible
= economic sust.

First off it is important that you know a few key terms for researching on the German net. I began my basic searches with the word "sustainability" in German, which is Nachhaltigkeit. That word in any search engine alone will yield a multitude of very general results, just as the term sustainability is very general, and covers such a large field as we know it in the English world. If you wish to examine sustainability in the academic realm, consider narrowing your search results with the word "university." Try using the word Universität. One thing I found that is important to note is that many universities in Germany will innately incorporate the notion and general theme of sustainability into whatever curriculum they have to offer (I even found sustainability incorporated into a school specifically for neurobiology!) . So, in order to specifically check out a specialized school for sustainable practices in a more narrow scope, try using the word "Fachhochschule," which means precisely that—a specialized institution of higher education. This will yield something more on target that doesn't just simply incorporate

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the values of sustainability, as wonderful to know that is happening on such wide scale in major universities throughout the country. The richest information I personally happened to find resulted when I added the word "Kurs," meaning course, to Fachhochschule, which resulted in me coming across many academic sites revolving around sustainability that sparked my interest.

As you are interested in sustainability, I highly recommend you delve into the German world. By conducting a simple research like so, you will come across massive amounts of vital information that you probably never knew existed.

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Wann ich nicht Gitarre spielen, ^{studiere} ich bin auf der Portland State University studieren. Ich mag alle Disziplinen, aber jetzt, ich bin ein Student aus Geschichte und Nachhaltigkeit. Ich liebe Geschichte Aber nicht möchten, dass es mein Beruf. Wie Geschichte, Nachhaltigkeit ist ein internationales und generationenübergreifendes Konzept, sondern ich glaube Nachhaltigkeit Machen für einen guten und besseren Beruf. Es gibt viele Universitäten in Deutschland Lehre nachhaltige Konzepte, und in der Zukunft möchte ich ^{- go to the countryside} auf das Land gehen zu dieser Studie. Mein Deutsch Studien sind gut für die Nachhaltigkeit, weil in Deutschland ist Nachhaltigkeit eine sehr große Disziplin—Das ist Warum ich wollen die Sprache lernen.

Nach Portland State University ich ^{will} ~~Wollen~~ reisen weit und breit. Neben der Schule und mein Studium, möchte Ich ~~mag es zu reisen~~ und zu lehren Nachhaltigkeit zu anderen Menschen in anderen Ländern. Ich glaube, die Leute müssen nachhaltige Konzepte in der Welt heute wissen

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From: ~~Erik Mutzke <emutzke@yale.edu>~~
Subject: Project Websites Erik Mutzke
Date: June 8, 2011 12:42:11 PM PDT
To: William B Fischer <fischerw@pdx.edu>

website 1 http://www.nachhaltigkeit.info/artikel/ziele_und_wege_1337.htm
website 2 <http://www.uni-due.de/ifn/Hintergrund.php>
website 3 http://www.naturpark-ehw.de/211210_lust-auf-ein-open-air-semester-jetzt-bewerben
website 4 <http://www.nachhaltigkeitsrat.de/der-rat/mitglieder-des-rates/hubert-weinzierl/lebenslauf-textversion/>

Here the websites for my vocabulary lists in order. I apologize for any inconvenience. I went to print these off at the library and found out that there was an issue with the email i sent to myself.

I want to thank you for this entire year, as it has been one of the best and most positive learning experiences i have had at PSU.

I was upset with my performance on the final i just took and felt like i know more than i am able to demonstrate. I still plan to complete the next year of German and am seriously considering career possibilities in germany with sustainability. Thank you for all the doors you have illuminated and all the funny jokes that keep matt and i laughing. I hope to stay in touch.

-regards,
~~Erik Mutzke~~

From: William B Fischer <fischerw@pdx.edu>
To: ~~Erik Mutzke <emutzke@yale.edu>~~
Sent: Tue, May 31, 2011 6:41:16 PM
Subject: Re: ~~Erik Mutzke~~ email assignment 1

Hello,

I had 15 minutes while I was waiting here at PSU for my wife to get off work, so I did some searches around your topic.

Here's my first set of search terms (sustainability + Nature Park + internship, and then I added "application"

Umweltverträglichkeit Naturpark Praktikum
then Bewerbung

Yield was several sites describing internship possibilities of the "open-air-semester" kind. I can't say whether they would take applicants from the USA with or without basic German skills, but you can read at least some of the info on the sites and use it as a source of specialized vocabulary and ideas for actual travel experiences:

<http://www.wandern-im-harz.de/index.php?page=nationalparknews&news=4>

http://www.naturpark-ehw.de/211210_lust-auf-ein-open-air-semester-jetzt-bewerben

http://www.marktplatz-osnabrueck.de/desktopdefault.aspx/tabid-471/1398_read-28797/

<http://www.naturpark-altmuehltal.de/praktikum-fuer-die-umwelt/>

<http://www.praktikum-fuer-die-umwelt.de/>

Next search set: sustainability + working group (to see what activists are doing independently of parks or institutions)

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Umweltverträglichkeit Arbeitsgruppe

<http://www.agsta.de/>

<http://www.ufz.de/index.php?de=15858>

Next search set: sustainability + presentation (like lecture, discussion, etc.)

Vortrag

<http://www.umweltblog.net/tag/umwelt-vortrag>

Last search: sustainability + course + community college (rough equivalent)

Kurs Volkshochschule

<http://www.vhs.at/kurskategorien.html?hkat=Technik.-Natur-und-Umwelt&skat=2590>

That's a list of baby courses involving nature study, but also how to read product labels (What's on the label? What's in the product?)

Such courses would be good because: 1) they would be short and cheap; 2) the language level would be relatively low and there would be lots of hands-on activities that would help with the meaning of the words.

Got to get the car and fix dinner. See you tomorrow!

On May 30, 2011, at 4:54 PM, ~~William B. Fischer~~ wrote:

Hello professor Fischer. I was wondering if you could help me out with any information or resources for sustainability in the german world. Thanks !

see you wednesday i hope...

-regards ~~William B. Fischer~~

From: ~~William B. Fischer~~ <~~william.fischer@pdx.edu~~>
To: William B. Fischer <fischerw@pdx.edu>
Sent: Wed, March 9, 2011 12:14:56 AM
Subject: Re: ~~William B. Fischer~~ assignment 1

Yes i have been good about attendance this term, another reason why i am so upset for my absence. That sounds great. I would love to meet later that day Friday. Anytime in the afternoon.

From: William B. Fischer <fischerw@pdx.edu>
To: ~~William B. Fischer~~
Sent: Tue, March 8, 2011 11:28:32 PM
Subject: ~~William B. Fischer~~ assignment 1

I was a little worried about you, since you had been in a pretty regular pattern of being there. I've already got a lunch appointment (guy from SpeakEasy business German) Friday at 11:30, but how about 1 pm or even later for coffee? Or during finals week is OK too, just in different time slots.