

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2024

May 8 - June 26, 2024

GRMN 4446: Advanced German Immersion III & IV (6 credit hours)

Instructor	Dr. Daniela Roth (+49 176 75442751); daniela.roth@smu.ca
Office Hours	By appointment in the afternoon (2:00 to 4:00 pm)
Time	Classroom hours Monday-Friday 9:00 a.m. to 12:30 p.m. Some student presentations and course activities will take place in the afternoon.
Texts	<ol style="list-style-type: none">1. Adorján, Johanna. <i>Ciao</i>. Köln: Kiepenheuer & Witsch, 2021.2. Giersberg, Dagmar et. al. <i>Vielfalt. Deutsch als Fremdsprache. Kursbuch. C1.1</i>. Kurs- und Arbeitsbuch. Hueber, 2024.3. Jin, F., & Voß, U. <i>Grammatik aktiv B2/C1</i>. Cornelsen, 2017.4. Dictionary of your choice recommended (preferably German-German).5. Additional material to be distributed by the instructor.

Course description

This course is an intensive course (a full year course in 6 ½ weeks) designed to develop further comprehension, writing, reading and speaking skills acquired in Advanced German through classroom instruction, excursions, and immersion experience, including living in a German home. Improvement in overall fluency, enhanced knowledge of the culture of the German-speaking countries and review of key grammatical concepts are integral to this course. The language of instruction for this course is German. Textbooks and other readings are also in German.

Course objectives

This course will be centered on the following theme: advanced linguistic proficiency, interpersonal communication, and intercultural interpretation through task-based language instruction, personal experience, literary texts, and lectures. This course will focus on student-centered, communicative learning, encouraging students to interact spontaneously and meaningfully in German. Students will further refine skills in reading, listening, speaking and writing through a variety of texts and communicative opportunities. An emphasis of this course will be to expand and refine different kinds of oral presentation and writing skills.

Extra help

Help with grammar, course journals, presentations or any other aspect of class work will be provided through individual tutoring with the course instructor and any member of the CSSG team after the lunch break from around 2:00 – 4:00 p.m. (on class days). Tutoring appointments during office hours contribute to the participation component of the final grade.

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Prerequisite

Three years of German study at a Canadian university, including one year each of Beginner's level, Intermediate level, and (Lower) Advanced level. While German courses vary across the country, we assume that students coming into this course have studied all major grammatical structures at the intermediate- and lower-advanced levels (i.e., including *da- und wo-Komposita*, *Konjunktiv I u. II*, *Nominalstil u. Verbalstil*, *Passiv*, etc.) but are not yet fully proficient in all and will require some review.

Course and program

Students are concurrently enrolled in a level-appropriate course and accepted into the CSSG program. This means that to complete the course, students must be resident in Germany for the program, including taking classes in Kassel, living with a host family, taking part in program activities, and participating in the tandem project with local students. Students are permitted to travel within Germany and German-speaking countries in their free time. (Travel to other European destinations may be undertaken before or after the program.) Aspects of the program are integrated with the course assignments. This is also true for the tandem project. Students will arrange tandem meetings in consultation with their assigned tandem partners. Refer to your program calendar for preferred days on which to meet. With your tandem partner, you could meet for lunch or coffee, visit a museum, play sport, go to a party, etc. (It's up to you to decide!). We encourage you to write about these experiences in your journal.

Language agreement

The CSSG is an immersion program. It is therefore essential that students demonstrate a commitment to communicate solely in German during all CSSG activities. If a CSSG instructor hears a student speaking a language other than German, the instructor will remind the student to revert to speaking German. Each week, students and the CSSG team will anonymously nominate a student who has shown an exceptional commitment to speaking only German outside of the classroom (the nomination must include the name and circumstance). This student will receive a token of recognition for their efforts to uphold the CSSG Language Agreement.

Grading policies, required work, and policy for late assignments

Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to actively and effectively participate in a wide variety of language related activities, both in and out of the classroom. You are expected to come to class every day, be prepared to interact in German in a variety of situations, keep up with the material, complete and hand in assigned homework when due, and take exams and quizzes.

We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. You begin with the basics and through study and practice you advance to greater complexity. The key expression is meaningful practice, especially in tune with other speakers, or learning by working collaboratively with others. Therefore, this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. As a result, the quality of the

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education you receive as well as your ultimate performance in this class will depend on the amount and quality of your own effort, as well as willingness to engage with others.

***Late assignments will be accepted; however, 10% will be deducted for each day past due. Always communicate with your instructor in these situations.

Evaluation

Pre-course assignment and resubmission	5 %
Peer evaluation & support	5%
Active participation	10 %
Language learning diary	15 %
Homework	10 %
Quizzes	10 %
Guided tour (presentation #1)	7.5 %
Presentation #2	5 %
Presentation of essay draft	2.5 %
Final essay	15 %
Midterm oral exam	2.5%
Final exam	10%
Oral final exam	2.5%

Assignment dates

- Pre-course assignment (to be handed in on the **first day of the orientation** in Hann. Münden)
- Peer evaluation & support (**May 10, 22, June 6, 20**)
- Homework (**daily**)
- Language learning diary (5 submissions, including reflection, **May 17, May 27, May 31 3, June 7, June 17**)
- Quizzes (the dates for the 4 quizzes will be announced in class)
- Oral presentations (guided tour, etc.) will be held occasionally throughout the program (suggested dates for the first presentation: **May 22, 28**), second presentation **June 20**)
- Final essay (1st preliminary ideas discussed on **June 7**, 1st written draft due on **June 18**)
- Presentation of final essay draft (scheduled for **June 18**)
- Final version of final essay (due on **June 21**)
- Midterm oral exam (in class on **June 3**)
- Final exam (in class on **June 24**)

Assignments and evaluation criteria

Assignments will include 1) a first (pre-course) written assignment, 2) peer evaluations 3) active participation, 4) writing a language learning diary, 5) homework, 6) quizzes, 7) two oral presentations, 8) a short presentation of your final essay, 9) a final essay, 10) a midterm oral exam, and 11) a final exam including an oral exam.

1) Pre-course assignment (5%)

All students must research 5 places in Kassel as well as 1 place in Bamberg and 1 in Berlin that they would like to visit and write (in German) why these places are interesting to them. This assignment will be the basis for other assignments in the course, including oral

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presentations. You are required to write approximately 150 words on each place and use the internet, correspondence with the host family, travel guides, etc. as resources. **DO NOT copy and paste sentences from these resources but use your own words** and cite your sources. The purpose of the pre-course assignment is to familiarize yourself with these cities and allow the instructor to assess your writing skills. You are required to use complex sentence structures, i.e., subordinate and relative clauses, different tenses (where necessary), appropriate vocabulary, etc. You will discuss your text with the instructor who will provide you with feedback on how to improve your writing skills, grammar, etc. Students may hand in a revised version on a later date.

2) Peer evaluation & support (5%)

Across the program, students will engage with one another to set personal learning goals and support one another in striving toward them. You will meet with a series of other students from the program on 4 occasions (during the afternoons of May 10, 22, June 6, 20). On these occasions, you will use a worksheet provided to you to self-evaluate and discuss your motivations, goals, and learning strategies with a peer who will complete that worksheet on your behalf. Peers will not evaluate each other, rather they will take notes, offer personal feedback, and help you stay focused on your learning goals. After each meeting, you will submit the report about you to your instructor who will grade it based on task completion and depth of engagement. You will receive each report back so that you can refer to them when engaging with another peer on the next peer evaluation day.

3) Active participation (10%):

Active participation will be evaluated based on the raw score of attendance combined with a subjective mark for active participation in all aspects of class (based on initiative taking, willingness to communicate, volunteering answers, asking questions, cooperation in teamwork, etc.) and preparedness for class. Active participation includes attending other students' presentations and movies in the afternoons as well as personal engagement in the cultural program (e.g., Berlin Poster Presentation) as well as in the Tandem-Project as reflected in the course journal.

4) Language learning diary (15%):

The objective of the language learning diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to critically reflect on your personal language acquisition process, your development of cultural awareness, and to develop your thoughts and opinions about your interactions and experiences in Germany, in general, and Kassel, in particular. Feel free to include creative work such as anecdotes, poems, songs, etc. You can write about any topic, but try to link that topic to your personal linguistic and intercultural development and please write at least four times, even if briefly, about your interaction with your tandem partner. Also, use the language diary to incorporate and practice newly learned vocabulary. When you focus on your language acquisition, you are encouraged to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed (especially any learned in class), 3) record any new words or phrases heard and even picked up, 4) identify gaps in your language and look up words or phrases that would have facilitated communication, 5) explain whether the communication was successful (i.e., "Did you achieve what you set out to?") and whether

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there was any new cultural learning involved, and 6) set/adjust personal learning goals (i.e., identify and tackle common errors, set targets for speaking more often and in more varied places, strive to activate new vocabulary, use more complex sentences, ask more questions, etc.). This assignment will also provide feedback about your learning progress to the instructor and aids in designing customized tasks. You will hand in the language learning diary 4 times across the program (**May 17, May 27, May 31, June 7**), accounting for **four** new journal entries for each time you hand it in (minimum of 250 words and a maximum of 350 words for each entry, double-spaced). By writing frequently in a low-stakes environment, you will develop more fluency in your German writing skills. Your journal will be graded on the breadth and depth of your reflections, accuracy, complexity, as well as overall comprehensibility.

The 5th (and last) submission (**June 17**), 2 pages, Times New Roman, double-spaced) is a **reflection** on your intercultural and language learning progress and development. You are required to use your past journal entries to reflect on your learning journey in the program. Do you notice any development between your first journal entries and later entries (language learning, intercultural learning)?

5) Homework (10%):

Homework will be assigned daily. This may be reading, writing, communicative tasks, exercises derived from the *Vielfalt* textbook or from *Grammatik aktiv*, studying for a quiz, or some type of oral preparation. The instructor can also assign individual homework for extra practice. It is important for students to complete all assignments on time in order to keep up with the learning progression.

Written homework (= longer texts) will be marked according to a combination of an error/word count ratio and the general quality of expression. The error/word count ratio is based on the number of grammatical, morpho-syntactical, and lexical errors the student makes divided by the number of words they write. It is marked out of 20. The quality of expression component captures aspects such as organization, presentation, repetitiveness, complexity and length of sentences, imaginativeness, richness, variety, and appropriate vocabulary and phraseology, appropriateness of register to topic, and the completeness and correctness of content and arguments (if appropriate). Quality of expression is marked out of 5 (see rubric). Homework exercises from the book *Grammatik aktiv* are assigned a completion grade of up to 5 points per assignment submission (5 = all exercises completed with **self-correction**, 4 = all exercises completed without self-correction, 3 = most exercises completed with self-correction, 2 = most exercises completed without self-correction/some exercises are completed, 1 = some exercises are completed without self-correction/few exercises are completed 0 = no exercises completed).

6) Quizzes (10%):

Four quizzes will be administered (3 in class, 1 take home quiz). They will test contextualized vocabulary from the novel and/or from other texts we have covered in class as well as grammatical structures from the *Vielfalt* textbook or from *Grammatik aktiv*.

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7) Oral presentations (#1: 7.5%; #2: 5%):

Students will form groups (no more than three) to plan, research, conduct, and reflect on a guided tour of cultural sites in Kassel (presentation #1). In addition to leading a group of visitors around a site of cultural interest, each member of the group will give an oral presentation on aspects of the site. The individual presentations will be in keeping with the German tradition of a memorized oral essay or “Referat” delivered with the aid of brief notes on cue cards only. The tour and individual presentations will be mindful of the logistical requirements (e.g., museum opening and closing times, local transportation, meeting and congregation points, traffic noise, not inconveniencing members of the public, poor weather, etc.) and the cultural interests and language needs of the “peer audience” as well as of the cultural content and overall cohesion of the tour. Part of task fulfilment for each group will also be the design (in consultation with the instructor) and completion of the group’s invitation to other program participants and an interactive task designed for the peer audience. All students in GRMN 4446 are required to attend each other’s tours and each group is encouraged to invite students from other CSSG classes to take part in the tour. Dates for the tours are to be planned and announced at the beginning of May. These tours will most likely take place in the afternoon (suggested dates **May 22, 28**) and will be scheduled in consultation with the CSSG instructors. The actual speaking time for each student should be about 10-15 mins (not including walking time and any interactive tasks).

Presentation #2 (**June 20**) is individual work and will discuss a specific topic either related to Afro-German communities in Kassel, Berlin or another German city (local activism, non-discriminatory language, art, music and culture, historical relations, communities, restitution and reconciliation, etc.), migration, human rights, or contemporary sociopolitical issues (for example climate change activism) and questions in Germany. Students can use materials provided during the CSSG or interviews and tours for their presentation. Each presentation will involve some research and include the development of a **poster** for an informal exhibition for your fellow CSSG students. Each presentation will include a handout comprising of a brief **glossary** and the most important information about your topic in bullet form, which you can also use for the exhibition. The presentations should be timed to be ten minutes.

Both presentations will be graded according to the following criteria (students will receive the rubric used for grading):

- completion (preparation, any supporting material, creativity)
- interaction (when relevant)
- vocabulary (register, range, appropriateness, and fluency)
- grammar (range and accuracy of grammatical structures)
- pronunciation and intonation
- coherence (logical and comprehensible organization of content)
- achievement of communicative goals (inspire audience interest in your chosen topic; realize that communication is interactive)

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8) Presentation of final essay draft (2.5%):

To help you prepare for writing of the final essay (see #9), students are required to discuss preliminary ideas with their instructor on **June 7** and present their essay topic and their first outline and draft on **June 18**. Each student will individually present their topic and provide their classmates with an overview of the key points of the essay. For the presentation, you may also prepare a handout or poster for visual support; the presentation will demonstrate that you have done research on your topic, have developed a clear structure, and have developed key ideas or a main thesis for the final essay. You are also encouraged to voice problems that you have encountered while preparing your topic and use the presentation as a forum for constructive feedback from both the instructor and your classmates. These presentations are to last five minutes.

9) Final essay (15%):

You will write a final essay of a minimum of 6 pages based on the reading and/or viewing assignments dealt with in class (double-spaced, total number of words indicated). Students will have freedom in choosing their essay topics, but they should be connected to the novel discussed in class. The instructor will provide students with a list of possible essay topics and help students with choosing the topic and conceptualizing the final essay. You are required to hand in a first written version of the final essay on **June 18** (worth $\frac{1}{3}$). You will also receive feedback from your instructor and your classmates during the in-class presentation of your draft scheduled for **June 18** and can meet with your instructor after your presentation. This feedback will allow you to revise and refine your essay which will be handed in on **June 21** at the latest, or before (worth $\frac{2}{3}$). Your essay will be evaluated according to an error/wordcount ratio (75%) combined with the rubric below (25%).

	5	4	3	2	1
Lexicon: choice and variety of vocabulary	appropriate	generally appropriate	standard	limited	very limited
Discourse: use of transitional sentences, adverbs, and idiomatic expressions	appropriate	generally appropriate	standard	limited	very limited
Organization: coherent essay structure, argumentation (ideas)	very good	good	standard	basic to little	little to none
Academic content: including depth of scholarly and critical engagement	high quality	good quality	standard	basic to little	little to none
Imagination: personal and reflective engagement	outstanding creativity	very creative	creative	somewhat creative	lacking creativity

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10) Midterm oral exam (2.5%) will take place on **June 3** and will be a short conversation of approx. 5-10 minutes. We will draw names for the partners and give you the topic as well as supplemental ideas for the conversation at the beginning of the exam. This conversation will be graded on communicative goals achieved, vocabulary, grammar, and clarity.

11) Final exam (10% + 2.5% oral exam):

The final exam will assess your use of contextualized vocabulary from the novel and/or from other texts covered in class as well as grammatical structures from the *Vielfalt* textbook or from *Grammatik aktiv*, by means of a final quiz and a short essay (two to three pages). There will be several topics from which you can choose. They will refer to the novel discussed in class. The final exam also includes an oral exam.

Grading:

Descriptor	Letter Grade	Quality Points	Percentage Equivalent
Excellent	A+	4.3	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal Pass	D	1.0	50-59
Fail or withdrawal after deadline	F	0.0	0-49

***Any student may request feedback on the current status of their overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed).

CSSG behaviour agreement

All students are required to sign the CSSG Behaviour Agreement and are also bound by the Saint Mary's University Code of Student Conduct. Please see the Documents section of the CSSG website for these documents. Please refer to the University *Academic Calendar* for the Code of Student Conduct.

Academic integrity, offences, regulations, and appeals:

Students are reminded of the regulations on special examinations and academic integrity as outlined in the Saint Mary's University *Calendar*. Plagiarism, cheating, misrepresentation of facts, and participation in such acts are viewed as serious academic offences by the University. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Please refer to the University *Calendar* for information on the University's definitions of these offences. Information on grade appeals can be obtained from the *Calendar*.

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Use of translating services (e.g., Google Translate) or generative artificial intelligence services (e.g., ChatGPT) is not allowed under any circumstance. These are not dictionaries and are not considered good resources for learning languages: They will not help you learn to use German independently and confidently, and the results they present are often inappropriate for the specific communicative context, difficult to understand, or simply wrong. If you use one of these services, your instructor will know because the service will inevitably use vocabulary and grammatical structures beyond your current level of knowledge. The use of such services is not allowed in this course at any time. Your instructor(s) will treat instances of suspected use of translation or AI services as cases of academic misconduct. Please refer to the University Calendar for information on the University's definitions of these offences.

Recording of lectures

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Specialized support and disability services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their professor and must have written documentation of their disability from their home university.

Cell phone use

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom. Digital dictionaries or smart phones are permitted for checking single words and basic expressions. They are not permitted for sentence-length translation and during quizzes and exams.