

# GERM 1442-002: Beginning German II

Spring 2020

## Instructor Information

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**Instructor:**

Gabrielle Moser

**Email Address:**

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**Office Number:**

Trimble Hall (TH) 210

**Faculty Profile:**

<https://mentis.uta.edu/explore/profile/gabrielle-moser>

**Office Telephone Number:**

817.272.3161

**Office Hours:**

Mo 10:00 – 11:00AM, We 10:00-11:00AM

## Course Information

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**Section Information:**

GERM 1442-002;  
continuation of GERM 1441

**Time and Place of Class Meetings:**

Business Building, COBA 138, MWF 11:00AM –12:00PM

**Description of Course Content:**

Language learning is a journey. Learners make discoveries along the way. This course allows for multimedia immersion in the culture and language of German-speaking countries and communities. It is designed to enable students to understand and communicate effectively in German at the beginning level.

The course design recognizes the multiple links between language, culture and society. The overarching goal is for learners to become linguistically and socioculturally literate and thus comfortable with using their learned language in various contexts.

The course fosters meaningful interactions with target language sources, collaboration, problem-solving, and reflection/self-reflection. Students are encouraged to take ownership of their learning.

**Student Learning Outcomes:**

Per the American Council on the Teaching of Foreign Languages (ACTFL) a Novice language learner can communicate, identify and present information through practiced or memorized words, phrases, simple sentences and questions. The context and topics are familiar and concern everyday routines and tasks. Learners in this course will work toward a Novice Mid to Novice High proficiency level.<sup>1</sup> In particular, by the end of the course, the students can

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<sup>1</sup> <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

Interpersonal Communication: Speaking and Writing	<ul style="list-style-type: none"> <li>Request and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and more and more simple sentences.</li> <li>Express basic needs, their own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, (original) phrases, and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare course theme related products and practices in their own and target language cultures.</li> <li>Interact appropriately in target culture contexts encountered in the course.</li> </ul>
Interpretive Communication: Reading and Listening	<ul style="list-style-type: none"> <li>Identify (the topic and) some facts from memorized words and phrases (when they are supported by gestures or visuals) in informational and fictional texts.</li> <li>Identify (the topic and) some facts from memorized words and phrases (when they are supported by gestures or visuals) in conversations.</li> <li>Demonstrate and understanding of familiar questions and statements from simple sentences in conversations.</li> </ul>	
Presentational Communication: Speaking and Writing	<ul style="list-style-type: none"> <li>Present information about themselves, their interests and activities using a mixture of practiced or memorized words, phrases and simple sentences, most of the time.</li> <li>Express likes and dislikes on familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences, most of the time.</li> <li>Present on familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences, most of the time.</li> </ul>	

**Required Textbooks and Other Course Materials:**

- Tschirner, Erwin & Nikolai, Brigitte (2017): *Kontakte. A Communicative Approach*. 8th edition. McGraw-Hill: New York. (ISBN: 978-1-259-30742-3)
- McGraw-Hill Digital Learning Environment: *Connect* (online workbook/laboratory manual).  
Registration: <https://connect.mheducation.com/class/b-berthold-fall-2019-germ-2314-001>

Please approach your instructor if this is your first German class with us or in case you did not purchase the book/access to the digital learning environment for your previous course(s).

**Descriptions of major assignments and examinations:**

- 4 written tests based on themes, linguistic functions, vocabulary and structures addressed in the course
- 1 teacher-student conversation toward the end of the semester (interpersonal)
- 1 final exam (interpretive, presentational)
- 1 semester project: (interpretive, presentational, interpersonal)

## Grading Information

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### Grading:

30%: Written tests

10%: Teacher-student conversation

10%: Final exam

20%: Semester project

30%: In-class participation, online/homework assignments

### Grade Scale:

A = 100-90      D = 69-60

B = 89-80      F = 59-0

C = 79-70

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services" below.

### Make-up Exams:

Make-up exams are given only in the case of emergencies and require documentation. Any other considerations will be made on a case-by-case basis. When possible, please notify me in advance of absences on scheduled exam dates.

## Course Schedule (January 17, 2020)

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Date	Class Topic	Assignment Due/Notes
1/22	<b>Goals and Expectations; Schedule</b>	
1/24	<b>Review</b> <b>Essential Question:</b> Who am I? Who is in our German class?	
1/27	<b>Module 3</b>	
1/29	<b>Talente, Pläne, Pflichten...How to...</b> describe talents	
1/31	express intentions, describe plans express obligation, duty or necessity	
2/3		
2/5	<b>Essential Question:</b>	
2/7	How can we align our plans with our talents and obligations?	
2/10		
2/12		
2/14		

2/17		Test Kapitel 3 (2/17)
2/19	<b>Module 4</b>	
2/21	<b>Ereignisse und Erinnerungen...How to...</b> talk about past experiences	
2/24		
2/26	<b>Essential Question:</b> How does the past shape the present?	
2/28		
3/2		
3/4		
3/6		
3/9		Test Kapitel 4 (3/6)
3/11 - 3/15	<b>Spring Break</b>	
3/16		
3/18	<b>Module 5</b>	
3/20	<b>Geld und Arbeit...How to...</b> talk about professions and jobs	
3/23	describe work environments and daily chores at home express career plans	
3/25		
3/27	<b>Essential Question:</b> Which professions and careers interest me?	
3/30		
4/1		
4/3		
4/6		
4/8		Test Kapitel 5 (4/8)
4/10	<b>Module 6</b>	
4/13	<b>Wohnen... How to...</b> describe (your) room(s), apartment(s) and house(s)	
4/15	provide information on where you live, your neighborhood find an apartment	
4/17		
4/20	<b>Essential Question:</b> Where do you feel at home?	
4/22	Semester project (draft) due (4/13)	
4/24	Semester project due (4/24)	
4/27	Test Kapitel 6 (4/27)	

4/29	
	<b>Presentations</b>
5/1	<b>Presentations</b>
5/4	Semester review
5/6	Semester review
5/8	Semester review

Missing assignments due: Wednesday, May 13, 11:00AM

Final Exam: Wednesday, May 13, 11:00AM – 1:30PM

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Gabrielle Moser*

## Institutional Information

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UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## Additional Information

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### Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **I will monitor attendance as well as participation and approach students if lack thereof affects their academic success.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

### **Emergency Exit Procedures:**

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

### **Student Success Programs:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment](#), [drop-in tutoring](#), [etutoring](#), [supplemental instruction](#), [mentoring](#) (time management, study skills, etc.), [success coaching](#), [TRIO Student Support Services](#), and [student success workshops](#). For additional information, please email [resources@uta.edu](mailto:resources@uta.edu), or view the [Maverick Resources](#) website.

## **Emergency Phone Numbers**

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In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

## **Library Information**

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### **Research or General Library Help**

The Library's 2<sup>nd</sup> floor [Academic Plaza](#) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

#### Ask for Help

- [Academic Plaza Consultation Services](#) ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- [Ask Us](#) ([ask.uta.edu/](http://ask.uta.edu/))
- [Research Coaches](#) (<http://libguides.uta.edu/researchcoach>) Resources
- [Library Tutorials](#) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- [Subject and Course Research Guides](#) ([libguides.uta.edu](http://libguides.uta.edu))
- [Librarians by Subject](#) ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- [A to Z List of Library Databases](#) ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- [Course Reserves](#) ([https://uta.summon.serialssolutions.com/#!/course\\_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- [Study Room Reservations](#) ([openroom.uta.edu/](http://openroom.uta.edu/))