

Advanced Conversation & Composition
01:470:232:01
Fall 2012

Index # 14599
M, Th 9:50 am – 11:10 am
Frelingheusen Hall B2
Credits: 3

Deutschland, meine Heimat

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Office Hours: Thursdays, 1:45 – 2:45 pm & by appointment

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Course description

This course aims to develop the advanced literacy abilities of summarizing, interpreting, and presenting and substantiating arguments in speaking and in writing. We will achieve this goal through the in-depth exploration of current political, social, and cultural issues in Germany as they are portrayed and discussed in major media outlets and in literary texts, primarily in the genre of personal narrative. Throughout the course, students will be asked to make cross-cultural comparisons between the U.S. and German-speaking countries and to relate the personal and public stories they encounter in the texts to their own experiences.

The course will consist of four major thematic units:

- Wo ich zu Hause bin? Was heisst Heimat? We will examine the often untranslatable notion of *Heimat* central to Germans' identity and compare it to Americans' notion of identity and belonging.
- Nationalstolz – eine deutsche Debatte. This unit highlights how patriotism and national pride continue to remain a problematic notion for Germans decades after the end of WWII.
- Die deutschsprachige Welt aus ausländischer Sicht. The unit focuses on how non-native-speakers of German experience and portray life in the German-speaking world.
- Unterwegs zur multikulturellen Gesellschaft. Finally we will explore the challenges of integrating foreign- and German-born ethnic minorities into the German society.

Student work will consist of the following:

- in-depth "reading" of assigned texts (print, audio, video) to establish the context for a particular issue and to examine its public reception;
- analysis of texts for their communicative purpose, their discursive features, and their cultural implications;
- creation of dense lexico-grammatical webs for each issue;
- in-depth review of advanced-level grammatical phenomena and their relation to genre conventions and speakers' communicative purposes;

- participation in class discussions;
- individual speaking tasks based on model texts read and discussed in class;
- whole-class speaking tasks as summative events for each issue;
- writing tasks based on oral activities;
- self-reflective analysis of own language learning.

Taught in German. All readings, discussion, and written work for the course will be in German.

Prerequisites

Placement Test or 01:470:231

Required Study Materials

1. Rankin, Jamie, and Larry D. Wells. *Handbuch zur deutschen Grammatik*. 5th ed. Boston, MA: Heinle, 2011. Print. ISBN-10: 1-4390-8278-2, ISBN-13: 978-1-4390-8278-2.

2. Rankin, Jamie, and Larry D. Wells. *Arbeitsheft / Student Activity Manual for Handbuch zur deutschen Grammatik*. 5th ed. Boston, MA, Heinle, 2011. Print. ISBN10: 0-495-90594-1, ISBN13: 978-0-495-90594-3

Both the textbook and the workbook are available at Rutgers Bookstore, the Ferren Deck Mall in New Brunswick, NJ Books on Easton Avenue, as well as on amazon.com.

3. Materials on Sakai and handouts

Note: You are required to print out the text materials from Sakai and the web (mostly in *.pdf format) and bring them to class on the scheduled days; it is part of your class participation grade.

Final Grade

Class participation and homework: 20%

Grammar / vocabulary quizzes: 15%

Individual and group oral presentations: 25%

Essays: 20%

Final project: 10%

Final exam: 10%

Grading Scale

A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69; F=64 and below.

Final Exam:

December 18, 2012; 12 pm – 3 pm

Course Requirements and Assignments

Class Participation and Homework

Class participation is an essential foundation for learning a language. To facilitate active student in-class participation, I will provide worksheets with various tasks and guiding questions pertaining to texts on which the class is working. It is your responsibility to complete worksheets at home and bring them to class; you will then use them as basis for in-class discussions. On occasion I will collect and grade the worksheets; such homework assignments will be part of your participation grade.

You will also be required to complete exercises in Rankin/Wells textbook (I will be announcing specific assignments in class); while I am not going to routinely collect and grade your grammar work, I will from time to time randomly collect it to make sure that you have a good grasp of the material and, if necessary, provide more explanations and practice specific grammar points. As with worksheets, it will be part of your participation grade. Additionally, it is necessary for you to complete those grammar activities to do well on grammar quizzes and to ensure your progress in language acquisition. Of

course, if you would like me to check any or all of your completed exercises in the textbook, I would be happy to do that on a regular basis.

You will find the class participation rubric at the end of the syllabus.

Quizzes

At the end of each grammar and content unit, we will have a short quiz which targets content vocabulary and specific work done in class on formal aspects of the language. Make-up quizzes are not allowed, unless you missed the class because of illness (with a doctor's note).

Oral Presentations

Every student will participate in three formally assessed speaking tasks: a group task structured as a talk show, a pair task in the interview format, and an individual task structured as an oral presentation. For the talk show, you will be assigned a role to play, based on the visual and reading materials that we will have covered in class; for the pair task you will be working with a partner outside of class to prepare for your presentation; for the individual task, you will prepare notes that will serve as a basis for your talk, which will be followed by answering questions from fellow students and the instructor. More specific details on the content, format, and assessment will be announced in class and via Sakai.

Essays

Our approach to writing is process-oriented. During the semester, you will compose two essays, each with a rewrite. Specific guidelines will be given in advance of each essay, along with information regarding the features that are expected and the evaluation criteria. **Essays are to be typed, 12 point, double-spaced with 1" margins and handed in during class on the date listed on the assignment sheet.** Your first draft will be evaluated and commented on regarding content, comprehensibility, use of language, and accuracy. Then, you will make necessary improvements (both to content and formal features) and hand in the final version that will also be evaluated. Your final grade will be based on the grade for the first draft and the quality of your rewrite. Your grade can increase a maximum of 10 percentage points if significant and appropriate revisions based on instructor feedback have been made. If the assignment is submitted late, your percentage for that version of the essay will be reduced by 1% for every day it is late (i.e. if you submit your essay three days after the due date, 3% will be taken off your total percentage).

Students are encouraged to utilize the Department's tutoring desk and their instructor's office hours in the writing process. Please keep in mind that the use of online translators to complete writing assignments or homework, as well as having your essays proofread by German native speakers or other persons proficient in German before submission, constitutes breach of academic integrity.

Final Project

For your final project, you will independently read several texts that will serve as a basis for writing a newspaper article. You will collaborate with your peers on analyzing and understanding the background texts as well as on the re-write of your first draft. I will grade the second draft only.

Final Exam

While grammar and vocabulary quizzes pertain to highly targeted specific features of the language and expect relatively high levels of formal accuracy, the final exam focuses on integrated tasks (e.g., reading comprehension, short writing assignments) and addresses both grammatical accuracy and content knowledge.

Progress Reports

At the conclusion of the each major theme, the students write a short progress report (in English), where they reflect upon the course and their individual progress. In the reports they describe what they have learned, what more they would like to learn, what aspects of the course they like and dislike

and why. These reports help the instructor better coordinate the students' expectations and progress with the learning goals of the course. The reports are not graded.

Course Website

You can find a website for the Course under the following link: <http://sakai.rutgers.edu>. You should be enrolled and have access automatically if you are a registered Rutgers student and have signed up for the course. Just use your NetID and password. If not, then please contact me and I will give you access. Please check the website frequently for the most recent announcements, worksheets and assignments, and to download and print required reading texts and other study materials.

Department and School Policies

Academic Integrity

Violation of academic integrity is an extremely serious matter; it can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work that you submit for course credit. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu> and discuss with the instructor any questions you may have about this and related issues.

Attendance

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University Self-Reporting Absence website (<https://sims.rutgers.edu/ssra>) to indicate the date and the reason for your absence. An email is automatically sent to me. **Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Three late arrivals count as one absence. Every additional three absences may entail a further one-step grade-reduction.** It is the responsibility of the student who has been absent (for any reason) to find out what he/she has missed and obtain materials that may have been handed out.

Cell Phones

Cell phones and all other technological devices (beepers, iPods, audio players, etc.) must be turned off during class out of respect for fellow students and the instructor. Please schedule all important phone communications outside of class time.

Photocopies

Department photocopying fees add up quickly; 5 cents per page will be collected from each student 5 cents toward the cost of handouts other than quizzes and tests.

Disability Support Services

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with the instructor about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Additional assistance

Students are encouraged to come to their instructor's office hours with any questions and problems pertaining to class. Any student who needs additional help should contact the Learning Resource Center or the Department's tutors as soon as possible. Additional practice is available at the conversation tables offered each semester at the Language Institute. Informal conversation sessions

are also held weekly in the Rutgers Student Center. Check the Department website for further details: www.german.rutgers.edu.

The instructor reserves the right to make changes to the syllabus.

Class Participation Rubric

	Exceeds expectations (100-90 %)	Meets expectations (89-80 %)	Meets some expectations (79-70 %)	Below expectations (69-65 %)
Attentiveness and Preparedness	Student is always attentive, prepared, and focused on work assigned. Student does not interrupt the class with anything that does not pertain to class work assigned, i.e. personal conversations, use of electronic devices, etc.	Student is attentive, mostly prepared, and focused most of the time and barely interrupts class work.	Student is sometimes attentive, not always prepared, and interrupts the class at times.	Student is barely attentive, rarely prepared, not focused and/or frequently interrupts the class with anything that does not pertain to class work assigned.
Contribution	Student is always eager to contribute to class, pair and group work and ask questions. Students always volunteers answers. Contributions are beneficial and relevant to class discussion/topic. Student always responds to and engages classmates in a respectful manner.	Student is eager to contribute to class, pair and group work and occasionally asks questions. Student volunteers answers most of the time. Contribution is mostly beneficial to class discussion/topic. Student makes some effort to engage fellow students.	Student occasionally contributes to class, pair and group work and asks questions some of the time. Student volunteers answers some of the time. Contribution is somewhat beneficial to class discussion/topic. Student does not engage classmates beyond the minimum requirements for an assignment.	Student almost never contributes to class, pair and group work, never asks questions or volunteers answers. Contribution is irrelevant to class discussion/topic.
Use of German	Student only speaks German with classmates and instructor during class; shows resourcefulness and imagination when using the language.	Student tries to speak German most of the time during class, but still switches to English; completes exercises with some imagination and resourcefulness.	Student barely speaks German during class and prefers to speak English; responds and completes exercises with minimal imagination.	Student almost never speaks German during class and speaks mostly English.

Kursplan

Stz.	Datum	Einheit	Thema / Text	Grammatik	Aufgaben
1	06.09.12 Donnerstag	Wo ich zu Hause bin? Was heisst Heimat?	Einleitung in den Kurs Zitate zu <i>Heimat</i> Wortfeldarbeit		
2	10.09.12 Montag		„Die Welt ist so gross“	Adjektivendungen RW Kap. 13	
3	13.09.12 Donnerstag		Freddy Quinn „Heimatlos“	Negation RW Kap. 7	
4	17.09.12 Montag		N. Klugmann „Heimat ist schwer zu finden“	Adverbien RW Kap. 14	
5	20.09.12 Donnerstag		„Dorfschönheiten“		
6	24.09.12 Montag		„Dorfschönheiten“	Futur RW Kap. 24	Aufsatz 1 fällig am Donnerstag
7	27.09.12 Donnerstag	Nationalstolz: Eine deutsche Debatte	Aussagen der Politiker zum Thema Patriotismus		
8	01.10.12 Montag		Artikel von Cohen, Wagner und Tuma	Pronomen RW Kap. 17	Verbesserung fällig am Donnerstag
9	04.10.12 Donnerstag		KuBus: „Die Deutschen und ihr Nationalgefühl“		
10	08.10.12 Montag		Nationalhymne	Imperativ RW Kap. 23	auf Vorträge vorbereiten
11	11.10.12 Donnerstag		Partnervorträge zum Thema Nationalstolz		Aufsatz 2 fällig am Montag
12	15.10.12 Montag	Die deutschsprachige Welt aus ausländischer Sicht	„Was Amerikanern an Deutschen auffällt“		
13	18.10.12 Donnerstag		„Was ist typisch deutsch?“	Da-Komposita RW Kap. 20	Verbesserung am Montag fällig
14	22.10.12 Montag		„Was ist typisch deutsch?“ C. Herzig „Nach der Heirat wirst du Schweizerin sein“		
15	25.10.12 Donnerstag		„Nach der Heirat wirst du Schweizerin sein“	Vergleiche RW Kap. 15	
16	29.10.12 Montag		S. Dikmen „Hurra, ich lebe in Deutschland“		auf Vorträge vorbereiten
17	01.11.12 Donnerstag		Individuelle Vorträge		auf Vorträge vorbereiten
18	05.11.12 Montag		Individuelle Vorträge		
19	08.11.12 Donnerstag			„Migration in Deutschland“ „Alltag in der zweiten Heimat“	Indirekte Rede RW Kap. 22

20	12.11.12 Montag	Deutschland: Unterwegs zur multikulturellen Gesellschaft	“Alltag in der zweiten Heimat”	Erweiterte Attribute; Nominalisierungen RW Kap. 16	
21	15.11.12 Donnerstag		“Alltag in der zweiten Heimat”		
22	19.11.12 Montag		Background papers “Was bedeutet eigentlich?” V. Kaminer „Gesetz ist Gesetz“	Relativpronomen RW Kap. 18	
23	20.11.12 Dienstag		S. Dikmen „Kein Geburtstag, keine Integration“ Partnerarbeit in der Klasse		
24	26.11.12 Montag		„Kein Geburtstag, keine Integration“ Kubus Video „Parallele Welten? Muslime in Deutschland“	Konjunktiv II RW Kap. 21	auf Talk show vorbereiten
25	29.11.12 Donnerstag		Talk show: Alltag in der zweiten Heimat		Texte über Vietnamesen lesen, AB
26	03.12.12 Montag		Schlussprojekt: Besprechung der Texte in Gruppen	Fragen RW Kap. 19	Schlussprojekt: 1. Entwurf fällig am Donnerstag
27	06.12.12 Donnerstag		Schlussprojekt: peer review		Schlussprojekt fällig am Montag
28	10.12.12 Montag				

RW – Rankin & Wells, *Handbuch zur deutschen Grammatik*”

AB – Arbeitsblatt