

Advanced Conversation & Composition 01:470:231:02

Fall 2011

Index # 26477

TTh6 (4:30 – 5:50pm)

Murray Hall 211

Credits: 3

*"...und die Moral von der Geschichte'?"
Deutsche Kinder- und Jugendliteratur von Märchen bis Maus*

Instructor: Veronika Jeltsch

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Office Hours: Tuesdays, 3-4pm & by appointment

**Department of Germanic, Russian, and
East European Languages and Literatures**

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Course Description:

This course will focus on German children's and youth literature from 1800 to the present. Taking two of the famous Grimm's Märchen as a starting point, we will look at recurring motives in the works discussed as well as the way German children's and youth literature has developed over the centuries. Using a variety of media, such as illustrated texts, movies, TV shows and audio books and looking at a variety of genres, such as fairy tales and children's and youth novels, we will pay special attention to the educational value of the works discussed. We will be looking at the kind of moral imparted through these works and explore the different ways in which this is done by the authors. In doing so, we will try to answer the following questions: What are some of the issues and problems addressed in these works? How are they dealt with, by the children as well as the adults? What are these works trying to teach children, if anything, and how do they attempt to do it? How do these didactic goals change over the centuries?

Students will have the opportunity to practice and improve their spoken and written German skills through class discussions, essays, homework assignments, vocabulary lists and oral presentations as well as in class grammar reviews.

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

Prerequisites: Placement Test, 01:470:122 or 01:470:132

Course credits count toward general credits for German major or minor.

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 Grade:

Class Participation:	10%
Oral Presentation:	10%
Homework (incl. Vocab Lists):	10%
Essays (incl. corrected version):	30%
Quizzes:	10%
Midterm Exam:	15%
Final Exam:	15%

Required books:

Textbook: "Handbuch zur deutschen Grammatik" (5th edition) (2011) by Jamie Rankin & Larry D. Wells (Houghton Mifflin) ISBN-10: 1439082782

Workbook: Student Activity Manual (2011) by Jamie Rankin & Larry D. Wells (Houghton Mifflin) ISBN-10: 0495905941

Available at Rutgers Bookstore, the Ferren Deck Mall in New Brunswick (across from the train station) or NJ Books on Easton Avenue.

Occasional handouts and Sakai downloads. Budgetary restrictions require the German Department to collect from each student 5 cents per page toward the cost of handouts other than the syllabus, quizzes and tests. The department may also assess a fee for optical media (blank CD-Rs and DVD-Rs), when appropriate.

All the literature will be available via Sakai and you are required to bring those readings to class on the scheduled days as part of your class participation grade.

Attendance:

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Those who miss more than two class sessions without a compelling excuse (a doctor's or college dean's note, for instance) 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.

Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.

Online course materials:

Please note that our course will have its own website on <https://sakai.rutgers.edu/portal>. You can log on using your Net ID and password. If the course does not appear as one of your tabs, please search and add it or contact me and I will grant you access. Please check Sakai frequently for updates, announcements, and resources. You can also communicate with your classmates via Sakai in the Chat Room or pose questions in the Forum.

Requirements and assignments:**Homework:**

All homework listed on the syllabus must be handed in to the instructor on the date noted on the syllabus. Homework from the workbook must be torn out of the workbook or written out on a separate page. Other homework not listed on the syllabus may be assigned by the instructor during class.

Written assignments:

To practice your written language skills, you will write three essays during the semester (minimum of 400 words). (Each essay will be written twice: your first version will be evaluated and commented on regarding content, comprehensibility, use of language, and accuracy.) You are required to hand in a second, corrected version that will also be evaluated. The final grade for each essay will be the average of the rough and final draft. Your essays will be evaluated based on criteria that your instructor will share with you with the assignment.

You are required to meet with the instructor at least once during the semester to discuss one of the three essay rough drafts.

You will also write three vocabulary lists throughout the semester. More specific details on what to include and the formatting will be announced in class.

Oral Presentation:

Every student is required to give an oral presentation during the semester. Topics, dates and specific requirements will be announced at the beginning of the semester

Plagiarism:

Plagiarism is an extremely serious matter, and can lead to a student's failing the course and being referred to his or her dean for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Please see the University's policies on academic integrity at <http://teachx.rutgers.edu/integrity/policy.html>, and discuss with your instructor any questions you may have about this and related issues.

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 teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Cell Phones:

Cell phones and all other technological devices (beepers, iPods, MP3players...) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

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 LRC (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 German Department website for further details:

www.german.rutgers.edu

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

Final Exam: December 21st, 12pm-3pm. Location: TBA

WB = Workbook, TB = Textbook, S = Seite

Sitzung	Datum	Thema/Text	Grammatik	Hausaufgaben
1	1. September	Vorstellung des Kursplanes, Erwartungen & Einführung ins Thema		
2	6. September	Grimms Märchen: Einführung - Geschichte, Sprache, Hintergründe	8. Simple Past	<u>Lest</u> Grammatik: TB 8.1 (S. 123-126)
3	13. September	Grimms Märchen: <i>Hänsel und Gretel</i>		<u>Lest</u> „ <i>Hänsel und Gretel</i> “ WB S. 81, A, B

4	15. September	Grimms Märchen: <i>Frau Holle</i>		<u>Lest</u> „ <i>Frau Holle</i> “; WB S. 82-83, C, D
5	20. September	Didaktische Kinderliteratur I: <i>Der Struwwelpeter</i> (Ausgewählte Geschichten)	1. Word Order	<u>Lest</u> „ <i>Der Struwwelpeter</i> “: Einleitung, Geschichte 2 & 3 <u>und</u> Grammatik: TB 1.1 & 1.3 (S. 2-9)
6	22. September	<i>Der Struwwelpeter</i> (Ausgewählte Geschichten) Quiz I		<u>Lest</u> „ <i>Der Struwwelpeter</i> “: Geschichte 5, 6 & 7; WB S. 53-54, A, B
7	27. September	Didaktische Kinderliteratur II: <i>Max und Moritz</i> : Vorwort bis 4. Streich	2. Present Tense	Vokabelliste I fällig WB S. 55-56, D, E
8	29. September	<i>Max und Moritz</i> : 5. Streich bis Schluss		WB S. 57-58, A-E <u>Lest</u> Grammatik TB 5.1- 5.6 (S.66-76)
9	4. Oktober	Märchen II: <i>Peterchens Mondfahrt</i> : Kapitel 1, 2, 4 (excerpts)	5. Cases	Aufsatz I: Erster Entwurf fällig <u>Lest</u> „ <i>Peterchens Mondfahrt</i> “ Kapitel 1, 2, 4
10	6. Oktober	<i>Peterchens Mondfahrt</i> : Kapitel 7, 11, 12	6. Prepositions	<u>Lest</u> „ <i>Peterchens Mondfahrt</i> “ Kapitel 7, 11, 12 WB S. 69, A, S. 71, F, G
11	11. Oktober	<i>Peterchens Mondfahrt</i> : Kapitel 13, 14; Vergleich zu anderen Werken	- Review for Exam -	Aufsatz I: Korrigierte Version fällig <u>Lest</u> „ <i>Peterchens Mondfahrt</i> “ Kapitel 13, 14

12	13. Oktober	Midterm Exam		Lernt für das Examen!
13	18. Oktober	Midterm Exam		Lernt für das Examen!
14	20. Oktober	Ein modernes Märchen: <i>Das doppelte Lottchen</i> (Film)		Vokabelliste II fällig <u>Schaut euch den Film an!</u>
15	25. Oktober	<i>Das doppelte Lottchen</i>	19. Questions and Interrogatives	<u>Lest</u> Grammatik TB 19.1-19.3 (S. 296-301)
16	27. Oktober	<i>Das doppelte Lottchen</i>		WB S. 129-130, A-C
17	1. November	<i>Das doppelte Lottchen</i>	7. Negations	Aufsatz II: Erster Entwurf fällig <u>Lest</u> Grammatik TB 7.1-7.3 (S. 110-114)
18	3. November	Detektivgeschichten: <i>TKKG - Jagd nach den Millionendieben</i> (Hörspiel) Quiz II		<u>Hört euch das Hörbuch an!</u> WB S. 77-78, A-C
19	8. November	<i>TKKG - Jagd nach den Millionendieben</i> (Hörspiel)	4. Definite and Indefinite Articles	Aufsatz II: Korrigierte Version fällig WB S. 79, D; S. 80, F
20	10. November	<i>TKKG - Jagd nach den Millionendieben</i> (Hörspiel)		WB S. 65, B; S. 67, E, F
21	15. November	Jugendliteratur im und über das geteilte Deutschland: <i>Die Flaschenpost</i>		Vokabelliste III fällig <u>Lest</u> „Die Flaschenpost“ S. 9-36
22	17. November	<i>Die Flaschenpost</i>	3. Perfect Tense	<u>Lest</u> „Die Flaschenpost“ S. 37-71 <u>und</u> Grammatik TB 3.1 & 3.2 (S. 32-39)

23	22. November	<i>Die Flaschenpost</i>		<u>Lest</u> „ <i>Die Flaschenpost</i> “ S. 72-126; WB S. 61, A, B; S. 62, D, E
	23. – 27. November	Thanksgiving Recess		
24	29. November	<i>Die Flaschenpost</i>	20. Da- Compounds	<u>Lest</u> „ <i>Die Flaschenpost</i> “ S. 127-172 <u>und</u> Grammatik TB 20.1-20.3 (S. 309-315)
25	1. Dezember	Didaktisches Kinder- und Jugendfernsehen: <i>Die Sendung mit der Maus</i> Quiz III		Aufsatz III: Erster Entwurf fällig WB S. 133-135, A-C
26	6. Dezember	Didaktisches Kinder- und Jugendfernsehen: <i>Löwenzahn</i>	9. Modal Verbs	<u>Lest</u> Grammatik TB 9.1-9.4 (S. 138-147)
27	8. Dezember	Didaktisches Kinder- und Jugendfernsehen: <i>Logo Kindernachrichten</i>		Aufsatz III: Korrigierte Version fällig WB S. 85-87, A-D
28	13. Dezember	Wiederholung für Abschlussexamen		Lernt für das Examen!
	21. Dezember	Abschlussexamen	12 – 3pm	

Class Participation Rubric

	Exceeds expectations (100-90 %)	Meets expectations (89-80 %)	Meets some expectations (79-70 %)	Below expectations (69-65 %)
Attentiveness	Student is always attentive 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 and focused most of the time and barely interrupts class work.	Student is sometimes attentive and interrupts the class at times.	Student is barely attentive, not focused and/or frequently interrupts the class with anything that does not pertain to class work assigned, i.e. personal conversations, use of electronic devices, etc.
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 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 is occasionally eager to contribute 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 almost never contributes to class, pair and group work, never asks questions and volunteers answers. Contribution is irrelevant to class discussion/topic.
Risk Taking	Student only speaks German during class.	Student tries to speak German most of the time during class, but still switches to English.	Student barely speaks German during class and prefers to speak English.	Student almost never speaks German during class and speaks mostly English.