

**Intermediate German II: Vielfältiges Deutsch(land)  
Spring 2015**

**Mark W. Roche**  
**M, W, F 3:30-4:20**

**German 20202-01**  
**209 O'Shaughnessy**

**Course Description**

Germany is a fascinating country, as are other German-speaking countries, such as Austria and Switzerland. This course will help students explore distinctive aspects of Germany and the German-speaking world, specifically in their difference from the United States. Along with this thematic focus, students will work to expand their vocabulary and strengthen and refine their skills in speaking, writing, reading, and listening. Students will work toward greater fluency, accuracy, and complexity of expression.

Under the rubric “Vielfältiges Deutsch(land),” the course will introduce diverse units on Germany, including history; the political system, including the constitution and political parties; society, including multicultural aspects; culture; the economy; and the educational system, including the German university. We will also discuss customs, traditions, and everyday etiquette. We will consider unusual and fascinating dimensions of the language, including proverbs and beautiful or fascinating words as well as cognates and comparisons with another Germanic language, English. In addition, we will explore quality of life indices (an area where German-speaking cities score remarkably well); selected cities and university towns, including Berlin and Heidelberg; regional differences and the various German-speaking countries and areas; religion in the German-speaking world; and stereotypes of the Germans and of the various German-speaking areas. We will also consider a variety of German jokes.

Students will have flexibility in determining further topics, some of which can be explored collectively, others in groups or individually. Other possible topics include, for example, the position of Germany as part of Europe, including questions about the European Union and the Euro; German architecture, art, and music; the nearly unrivaled German philosophical tradition; religious diversity and the prominent German theological tradition; German views of the United States; the German sports culture; German dialects; recreational trends and tourism; cuisine, beer, and wine; and German media.

In addition, we will also include a selection of short and accessible readings so that students have modest exposure to a few of the many great German writers and thinkers. Previous authors have included Kant, Goethe, Schiller, Hegel, Hölderlin, Heine, Mörike, Rilke, Kafka, Tucholsky, Brecht, Tawada, and Benedikt. We will also include, where appropriate, current events. In addition, we will include some films from various periods in German history.

In short, you will find that this course reinforces and deepens your interest in, and knowledge of, Germany, and so connects very well to your own existential interests. Because the goal of the

course is to help you advance with the language by connecting your learning of German with your interests, including your curiosity about Germany, suggestions of topics and statements of preferences are welcome at any time.

Students' advancement in the German language will emerge from their content-based work. On a few occasions we will, as needed, step back and look at selected issues of grammar and pronunciation to help ensure students' advancement in the language.

By connecting their language learning with their interests in the German world, students will become more knowledgeable and better conversationalists in German. Students will move further toward the goal of being able to function meaningfully in a German context, eventually at a professional level. They will also prepare themselves for a life-long engagement with German language, culture, and society.

### **Departmental Learning Goals for German 20202**

**Listening:** Students will learn to understand the main points of extended speech and short lectures or presentations. They will be able to follow an argument on topics with which they have gained some familiarity. They will be able to understand standard speech from a variety of media.

**Reading:** Students will be able to read and understand texts from a variety of writers or sources and discern attitudes and viewpoints. They will be able to understand texts written in a greater variety of styles and of a greater length and/or complexity.

**Speaking:** Students will be able to interact with some degree of fluency and spontaneity in most informal and classroom discussions on topics that are familiar, of personal interest, or pertinent to everyday life. They will be able to combine and link sentences to describe experiences and express hopes and ambitions and begin to give reasons and explanations for opinions and plans.

**Writing:** Students will be able to write summaries and short compositions on a range of topics that are of personal or general interest or that relate to German culture. They will be able to combine and link sentences into connected, paragraph-length discourse, using several verb tenses and moods. They will be able to exhibit increased accuracy and organizational coherence.

**Culture:** Students will be able to demonstrate basic knowledge of diverse issues drawn from the history, geography, culture, and social life of German-speaking communities. They will be able to formulate arguments about the role that various events have played in shaping German history. They will be able to identify ways in which cultures change over time and influence each other. They will have gained some sense of the multicultural, heterogeneous nature of German speaking communities.

**Self-Reflection:** Students will be able to articulate their own language learning goals and analyze

their progress. They will be able to describe course offerings and other resources for advancing in German and making informed choices from among them based on their own learning goals. They will develop learning skills and strategies to facilitate life-long learning.

### **Learning a Language**

Learning a language has several presuppositions. First, you must be motivated. Motivation is arguably the most important principle in any learning context. Making effective progress further enhances motivation.

Second, you will need to exhibit hard work, discipline, and perseverance, all important virtues. That means focusing on what you need to learn, organizing your materials and learning techniques, and investing the requisite time. You will want to prepare for at least two hours in advance of each class, six hours per week; if you find yourself spending less (and completing the work superbly) or much more, let me know. For the most part, if you spend fewer than six hours per week preparing and studying for class, then you can expect to fall short of expectations.

Third, you will need to practice, practice, practice. To that end you want to speak German as often as possible. As one strategy among others, you will in advance of fall break spend at least three hours speaking German with a peer tutor in the Language Resource Center; with persons speaking German at *Deutschisch*, *Kaffeestunde*, or *Stammtisch*; with an advanced student in German or a native speaker of German; or over occasional open lunches that I will schedule.

*Keep a simple log of your hours, with the date, the interlocutor(s), the context, and the amount of time. If you have done fewer than three hours, you should still submit the information in order to receive partial credit. Hours beyond three will be considered extra credit. Expectations for the second half of the semester will be outlined later but are expected to be analogous.*

Fourth, you will need to develop an intuition and a sensibility for learning German, which can be strengthened by knowledge of cognates, root meanings, component parts of words, and context as well as creative strategies and experience. We will pursue some strategies together.

Finally, you need a plan with high ambitions, concrete goals, and a developing capacity, under initial guidance, to learn how to direct your own learning; these dimensions are mapped out on this syllabus.

Think of your teacher as your coach, who can help guide you and is a resource both this semester and beyond. Your learning German is not likely to stop after this semester.

What I have described above--motivation, discipline, practice, and an intuitive sensibility--is precisely what is expected of an athlete. Thus the coaching analogy is quite fitting. Think of yourself as an athlete who needs to improve in order to compete and flourish and think of your teachers as coaches who can help you move from where you are now to where you want to go,

with their guidance coming both inside and outside the classroom, during the academic year as well as beyond.

### **Learning Strategies in General**

Both traditional wisdom, as found in the great thinkers on education, beginning already with Plato, and in recent empirical work on education have identified some basic principles of learning that are stressed in ideal learning environments. These include the following:

- Students learn more when they have an existential interest in the subject matter.
- Students learn more when they are actively engaged in the learning process and not passive observers or mere recipients of knowledge.
- Students learn more when ambitious academic goals, high expectations, and demanding standards have been set.
- Students learn more when they are provided with detailed and constructive feedback on their progress.
- Students learn more when they cooperate and learn from their peers.
- Students learn more when learning is effortful, involving setbacks, such as mistakes and corrections.
- Students learn more when they spend their time on meaningful and productive tasks, including those that truly test their knowledge.
- Students learn more when a variety of learning strategies are introduced or are available.
- Students learn more when they encounter diversity.
- Students learn more when they can place what they are learning into a larger context and recognize connections.
- Students learn more when meaningful faculty-student contact exists.
- Students learn more when they become conscious of effective learning strategies.

We will pursue each of these strategies. Above all, your learning will depend on your active engagement. To that end the following contributions to learning will affect assessment of your performance.

### **Student Contributions to Learning and Assessment Guidelines**

40% of the grade will be based on regular contributions, oral and written, during the semester. 30% will be based on more formal written work, where you will be asked to perform at the highest level. The remaining 30% will cover two major examinations, an oral examination after the first two-thirds of the course and a final examination at the very end.

#### **1) Class Contribution: 15%;**

Students will be expected to contribute regularly to discussions and to adopt various facilitative roles during the semester, including offering presentations. Class contribution is not equivalent

with the quantity of class participation; instead both quantity and quality will be considered. Because student learning is aided by active student participation in the classroom, students will want to prepare well and contribute regularly and meaningfully to group discussions.

After the review of the syllabus, the language for this class will be German.

## **2) Regular Assignments and In-Class Written Exercises: 15%**

Regular assignments will be given to students. These will be graded for the most part on a scale of check plus, check, and check minus. Constant practice in writing is essential to improving your German. Moreover, written work in advance of class helps with oral performance. At times students may also do in-class written exercises. I include in this category short, light quizzes, with modest grading (check plus, check, check minus).

Homework should be typed and double-spaced, which aids correction and legibility also for group work.

## **3) Quizzes: 10%**

More substantial quizzes will be given on an occasional basis.

## **4) Four Short Papers: 30%;**

Students will write four short papers, of increasing length, at least 250, 350, 400, and 500 words.

The first two papers will count 5% each, and the final two will count 10% each. Because students learn immeasurably from reviewing and improving their mistakes, students will submit a rewrite of the first three papers, within one week after they are returned. A much higher standard will be applied to your writing in these more formal exercises than writing submitted as regular short assignments. In addition, expectations will increase as the semester advances, and improvement across the semester will be one factor in grading. The topics themselves should also become increasingly substantive and significant.

The papers should be double-spaced and typed, with a font of 12. The papers are to be submitted with a title, pagination, and the precise word count listed at the end of the paper.

For the most part topics will be open to the students, but they should explore some aspect of one of the broad themes noted in the course description. The first paper may have a first-person focus. The final three papers should be broader in nature, though they may include you and your aspirations; unlike the first paper, however, they should not be simply autobiographical. Any short papers, beyond the first one, not related to the material we are exploring together will need to be approved in advance. Otherwise, students are free to choose their topics.

At the bottom of each essay, please note any sources you used (even if you did not cite the sources). Also be sure to note any assistance you received, with a note at the end, explaining also the type of assistance you received. Papers should present your own thinking and may not simply reformulate what you have read in books or on the Web.

**5) Oral Examination: 10%;**

A one-on-one oral examination of approximately twenty minutes will take place with each student in April, after two-thirds of the course has been completed. Each student will be asked to engage in conversation on topics that have been explored to date. We will begin with topics chosen by the student, after which questions and conversation may cover the entire course. Although content will play a role, greater weight will be placed on the student's ability to be forthcoming and to speak effectively on topics he or she knows well.

The best practice strategy is to speak German with one another also outside of class and to ask each other questions in German. Students are encouraged to prepare for oral examinations together. However, students who have taken their examination may not discuss the exam in any way with other students until all examinations have been given.

**6) Final Examination: 20%**

The exam will invite students to exhibit the ways in which they have met the learning goals noted above. Our final examination is scheduled for Monday, May 4, from 4:15 to 6:15, in our regular classroom.

**Logistical Information**

**Class:** Mondays, Wednesdays, and Fridays from 3:30 to 4:20 in 209 O'Shaughnessy Hall.

**Office:** 349 Decio Hall.

**Office Hours:** Mondays from 4:30 to 5:30 and Wednesdays from 12:45 to 1:45 as well as by appointment. Impromptu meetings can also often be arranged before or after class.

**Phone:** (574) 631-8142 (office); (574) 302-1813 (cell).

**E-mail:** [mroche@nd.edu](mailto:mroche@nd.edu); **Web:** <http://mroche.nd.edu/>

**Required Works**

Lorig, Sven. *Deutschland*. Nürnberg: Tessloff, 2010. 978-3788615130.

Mai, Manfred. *Deutsche Geschichte*. Weinheim: Beltz & Gelberg, 2012. 978-3407755247.

Götz, Dieter and Hans Wellmann. *Langenscheidt Power Wörterbuch Deutsch*. Berlin: Langenscheidt, 2009. 978-3-468-13110-3

### **Sakai (including Films)**

I have placed some materials on Sakai and will continue to do so on an ongoing basis. We will also use Sakai for various exercises.

You will find on Sakai a link for “Library Reserves.” There you will find a spoken version of Manfred Mai’s excellent and accessible *Deutsche Geschichte* and a spoken version of Erich Kästner’s delightful children’s novel *Emil und die Detektive*. You will also have access to CD versions of this novel. These audio recordings will be a great aid to you as you work to improve your capacity for listening.

The films below have been placed in Sakai also under “Library Reserves.” From there, you can click on the video title. Once you click the video title and accept the terms, the video will play in your web browser. You need to ensure that you have the Quicktime Video plugin installed. OIT recommends that you use Google Chrome or Mozilla Firefox to ensure compatibility. If you are having issues with streaming videos, you can always use a computer in one of the labs on campus.

I also have DVD copies of the films below, and if a group of students is interested in a collective viewing, which in the past has tended to be appealing from many angles, let me know.

- *Deutschland. Was ist Was* (2010); a companion video to the book we are reading.
- Fritz Lang, *M* (1931); a classic, arguably the best German film ever, by the greatest German director ever and an indirect window onto the Weimar Republic and the emergence of National Socialism.
- Leni Riefenstahl, *Triumph des Willens* (1935); a primary document of National Socialism that is of interest not primarily for linguistic, but instead for cultural, historical, and cinematic reasons.
- Wolfgang Staudte, *Die Mörder sind unter uns* (1946); shot in the rubble of the immediate postwar period, an accessible drama with a strong ethical message.
- Rainer Werner Fassbinder, *Die Ehe der Maria Braun* (1978); the best film by postwar Germany’s best director; covers the postwar period and the Wirtschaftswunder.
- Fatih Akin, *Im Juli* (2000); a delightful comedy by a Turkish-German director.
- Florian Henckel von Donnersmarck, *Das Leben der Anderen* (2006); a fascinating film

about East Germany, both tragic and moving, arguably the best German film of the past decades.

In previous semesters I offered students a larger array of films, but I have found these offer the best combination of language, cinematic excellence, and windows onto diverse periods and aspects of Germany history and culture. If you have special interests, let me know; German films exist that could connect with almost any interest you might have.

Also on Sakai is a multi-part documentary film *Reich und Republik: Deutsche Geschichte von 1871 bis zur Gegenwart* and a short video with tips on pronouncing German, *The Challenges of German Pronunciation*.

If you encounter any problems using Sakai, please call the Help Desk at 631-8111.

### **Reserve Reading**

The following books are on reserve in the Library. Additional materials may be added later, some possibly to e-reserve.

Ardagh, John. *Germany and the Germans*. New York: Penguin, 1991.

Craig, Gordon. *The Germans*. New York: Meridian, 1983.

Flippos, Hyde. *When in Germany, Do as the Germans Do. The Clued-In Guide to German Life, Language, and Culture*. New York: McGraw Hill, 2002.

Fulbrook, Mary. *A History of Germany 1918-2008: The Divided Nation*. 3<sup>rd</sup> ed. Hoboken, New Jersey: Wiley-Blackwell, 2009.

Gelfert, Hans-Dieter. *Was ist deutsch? Wie die Deutschen wurden, was sie sind*. Munich: Beck, 2005.

Lueckel, Gordon, and Johannes Thiele. *Deutschland. Das Buch: Erleben, was es bedeutet*. Munich: Thiele, 2009.

Nees, Greg. *Germany: Unraveling an Enigma*. Boston: Intercultural Press, 2000. (Accessible not via reserve but as an e-book.)

Somers, Steven. *Those Crazy Germans! A Lighthearted Guide to Germany*. Bloomington, Indiana: Xlibris, 2008.

Stern, Susan. *These Strange German Ways*. Bonn: Atlantik-Brücke, 1994.

Tomalin, Barry. *Germany: The Essential Guide to Customs and Culture*. London: Kuperard, 2008.

### **Flexible Program**

We will begin with *Deutschland*, which offers a comprehensive introduction to Germany, and we will read virtually all of it. We will also read selections of Manfred Mai's *Deutsche Geschichte*, which, beyond being an accessible history, offers many perspectives on Germany that remain important today. As we progress, we will insert other additional readings, videos, and podcasts as well as occasional grammatical or other work to help you improve your language skills. We will listen to a version of Erich Kästner's children's novel *Emil und die Detektive*.

Because this course benefits from a high level of flexibility, based on your developing capacities and interests, and current events in the German-speaking world, page assignments are not being given in advance. Instead, assignments will be given for each class. However, if you wish to plan ahead, please note the general progression given above, and please note the due dates for the longer essays. In addition, if you have a particular stretch where you would like to work ahead, in order to space out assignments and obligations with other classes, please let me know, and I can help guide you for coming sessions.

Though unconventional, this has been proven to be the best way to make this language and culture class both student-centered and current. The student-centered orientation means that I adjust assignments and topics to your capacities and interests. The flexibility further allows us to be current. Past classes have integrated events or documents such as Pope Benedict's address to the Bundestag; Pope Benedict's television interview with German reporters; a German poem that Pope Francis prominently cited; German political campaigns and elections; Notre Dame in the leading German newspapers; and the visit of former Bundespräsident Horst Köhler to Notre Dame.

### **Calendar of Classes**

January 14, 2012                      Orientation

January 16, 2012                      Read syllabus.

Read *Deutschland* 2-6.

Consult the departmental site "Why study German?" <http://germanandrussian.nd.edu/german-program/why-study-german/> and write out in German at least three reasons why you are studying German. Also write out in German at least three surprising or interesting facts about Germany. Extra credit option: In English provide some new information for the "Why Study

German?" list. It was last updated 15 months ago, and I will update it later this month.

January 19, 2012

January 21, 2012

January 23, 2012

January 26, 2012

January 28, 2012

January 30, 2012

February 2, 2012

February 4, 2012

Essay No. 1 (at least 250 words)

February 6, 2012

February 9, 2012

February 11, 2012

February 13, 2012

February 16, 2012

February 18, 2012

February 20, 2012

February 23, 2012

February 25, 2012

February 27, 2012

Essay No. 2 (at least 350 words)

March 2, 2012

March 4, 2012

March 6, 2012

Spring Break (no class)

March 16, 2012

March 18, 2012

March 20, 2012

March 23, 2012

March 25, 2012                      Essay No 3. (at least 400 words)

March 27, 2012

March 30, 2012

April 1, 2012

Easter Break (no classes)

April 8, 2012

April 13, 2012

April 15, 2012

April 17, 2012

April 20, 2012

April 22, 2012                      Essay No. 4 (at least 500 words)

April 24, 2012

April 27, 2012

April 29, 2012

### **Policy on Attendance**

One unexcused absence will not affect your grade in any way. A second or third unexcused

absence will be integrated into your class contribution grade, as will any recurring problems with late arrivals. A fourth unexcused absence will lead to the reduction of the final grade by one partial unit, for example, from a B to a B-. A fifth unexcused absence will lead to the reduction of the final grade by two partial units, for example, from a B to a C+. A sixth unexcused absence will lead to the reduction of the final grade by four partial units, for example, from a B to a C-. Seven unexcused absences will lead to failure of the course.

Personal absences and non-acute medical conditions (such as an ordinary cold or a headache) do not represent excused absences; however, acute medical conditions or contagious medical conditions are excused but require documentation, as is spelled out in the *Academic Articles*. Excused absences for medical or other reasons will not affect your grade in any way.

If you are ever absent, be it excused or unexcused, it is your responsibility to find out from a colleague what you missed, including vocabulary words that may have been stressed in class.

In the unlikely event that a student misses a scheduled oral examination without having a legitimate excuse, a make-up examination will be arranged, but the student's grade for the examination will be dropped by one partial unit.

### **Vocabulary**

I have found it useful to think of levels of vocabulary.

Level 1: Frequent Usage. Words that you may still be mastering but are essential to your spoken and written German. The word should already now or soon be part of your regular active vocabulary. Once you have fully mastered the word, feel free to elevate it to Level 0, that is, you can keep it on your list, but you no longer need to work on internalizing it.

Level 2: Active, but Less Frequent Usage. Words that are important for you to use actively, but which you are likely to employ or encounter less frequently.

Level 3: Passive Recognition. Words that you have encountered and are likely to encounter again, but which are less likely to become a part of your active vocabulary, at least for the near term.

Level 4: Less Essential. Rare words that you can look up each time you encounter them, which is likely to be seldom, until you decide that a given word is indeed important enough to be learned.

Vocabulary will be developed in two ways.

First, I will assign some words to help you increase your vocabulary. These will come implicitly from the readings, where you will be responsible for all words at levels 1-2; from classroom activities, including words I write on the board; and from occasional lists or assigned words from

*Mastering German Vocabulary*, a work that you will borrow for the semester.

Second, students will take ownership of their own vocabulary lists. These lists can be created using one of the following strategies: flash cards, a computer file, a notebook, or a marked dictionary. The lists should be divided into the three (or more) groups listed above. I will send you two sample electronic formats.

You will want to add to your list at least ten words per day, seventy words per week. More would be advantageous. These can be new words as well as words that you have encountered before but want truly to master. Some of your assignments will require you to submit new vocabulary words to me as part of your homework, but for the most part your developing vocabulary will be kept by you.

Students in the past who have excelled have found this assignment highly rewarding and have invested considerable time in the effort.

*Vocabulary lists will be reviewed at various intervals to ensure that the lists are being developed to foster effective learning.*

### **Useful Expressions and Model Sentences**

As the semester progresses, you will be able to identify recurring or interesting mistakes. To help you overcome such mistakes, you will prepare a file (on your computer) or a list (via hand) of useful expressions and good (or corrected) sentences that should help reinforce for you correct expressions and even stylistic elegance.

*I will ask at some point to review your collection of expressions and exemplary sentences.*

### **Dictionary**

In addition to your German-German dictionary, you may want to know of Websites that contain helpful dictionaries. I have found the following German-English and English-German dictionary to be quite useful: <<http://www.dict.cc/>>. This is also available as an app.

Helpful online German-German dictionaries are <<http://wortschatz.uni-leipzig.de/>> and especially <<http://www.duden.de/>>.

### **Useful Websites**

#### **Websites with Ample Video**

Kubus: <http://www.goethe.de/kue/flm/prj/kub/deindex.htm>

This site, run by the Goethe Institute, includes about fifty videos on German art, culture, and

politics. The videos also have matching texts. It is a rich site; the only drawback is that the most recent videos are from 2007.

Deutsche Welle (German Learning Site): <http://www.dw-world.de/dw/0,,265,00.html?id=265>

A superb site, with multiple programs for learners of German, such as Deutsch Interaktiv (basic audio lessons for basic to intermediate levels); Mission Berlin (a series of lessons dealing with a mystery set in Berlin); Deutsch-Warum Nicht? (lessons involving a journalism student who is covering various topics in Germany); Wieso Nicht (for B1 and above learners with portraits of everyday life in Germany, Austria, and Switzerland as well as basic day-to-day information); Unterrichtsreihen (a series of audio MP3 focused on different aspects of various topics—eating, love, history, etc...); and Deutsch XXL (several different programs, including a German telenovela for young viewers. Of particular interest to you, I think, will be a link for langsam gesprochene Nachrichten: <http://www.dw.de/deutsch-lernen/nachrichten/s-8030>. You can both read the text and hear it. Also potentially useful on this page is a German-German glossary, *Begriffe aus der Nachrichtensprache*.

Tagesschau: <http://www.tagesschau.de/>

The oldest and the most watched news bulletin on German television. It addresses a variety of current and historical topics. For direct downloading of podcasts, go to [www.tagesschau.de/podcast/](http://www.tagesschau.de/podcast/).

ZDF: <http://www.zdf.de/>

ZDF is a television channel with hundreds of different television programs, including news broadcasts, available for free. No concessions to the non-native speaker, but otherwise superb.

60 Deutschland: <http://www.60xdeutschland.de/>

60 times Deutschland was a television program that chronicled happenings in Germany over the course of sixty years. This site has links to each season of the program, which offers highlights of a given year, beginning in 1949 and ending in 2008.

Ein Blog für Deutschler in aller Welt: <http://deutsch-lerner.blog.de/>

A rich array of materials, both cultural and linguistic, with various additional links.

### **Websites with Ample Podcasts**

Goethe Institute: <http://www.goethe.de/lrn/prj/gad/deindex.htm>

This is an excellent site, with a variety of podcasts divided into diverse categories.

Lernen aus der Geschichte: <http://lernen-aus-der-geschichte.de/>

This site contains podcasts discussing significant moments in German history. The site is relatively demanding.

### **Print-Oriented Websites (though some include occasional videos and podcasts)**

## Newspapers

Yomunda: die suchmaschine für fremdsprachenlerner. deutsch: <http://www.yomunda.com/>

A superb link for up-to-date texts from German newspapers and magazines. You supply a desired topic. The texts are categorized by level according to the Common European Frame of Reference (B1 would be appropriate, as you will be moving approximately from B1.1 to B1.2 this semester; one veteran of 202 placed into the Goethe Institut summer course at level B 2.2 immediately following class, and then took a second four-week class at C1 level, so you may be able to stretch as well. Graduating German majors should at the very least be at B2, ideally pushing C1, so you could also experiment with easier or harder), and there are possibilities for every level. Below the link for each story is a further link called Linguistische Detail-Analyse (for information such as the type of vocabulary used, a listing of words one should already know for that level, words one is unlikely to know, and words one needs in order to understand the article). There is also information on the frequency of tenses used, dependent clauses used, active verbs used, and modal verbs used. This is a great site for your own personal interests as well as for doing research on background information for presentations and paper topics.

Der Spiegel: <http://www.spiegel.de/>

Germany's most famous weekly magazine has a very good on-line site with current news.

Die Zeit: <http://www.zeit.de/index>

Germany's most famous weekly newspaper has a very good on-line site that discusses major events and trends.

Frankfurter Allgemeine Zeitung (FAZ): <http://faz.de/>

Along with the *Süddeutsche Zeitung*, Germany's most prominent daily paper.

## Germany

Tatsachen über Deutschland: <http://www.tatsachen-ueber-deutschland.de/de/>

A superior site with readings on Germany divided into important areas, such as history, politics, society, and culture. We will likely choose to do some readings from this site. It will be slightly more demanding than *Deutschland*, but that will be a useful stretch for you.

Das Deutschland-Portal: <http://www.deutschland.de/>

Information on a full range of spheres within Germany, from culture and education to religion and sport.

Der Weg. Portal für Deutschlernende: <http://www.derweg.org/index.html>

Site includes a variety of basic information as well as information on famous persons, customs, cities, history, etc.

Covering Germany: <http://www.entdecke-deutschland.diplo.de/>

A site with extensive information about German culture, fashion, recreation, science, and

education.

Deutschland. Land der Ideen: <http://www.land-der-ideen.de/>

A site devoted to innovation in Germany.

Studying in Germany

Studying in Germany:

<http://www.che-ranking.de>

[www.study-in.de](http://www.study-in.de)

<http://www.study-in-germany.de/>

<http://www.daad.org/>

These four sites, in modest ways overlapping, offer a rich array of information about studying in Germany. Note in particular <<https://www.daad.org/summercourse>>, which offers information on prestigious summer grants to Germany for American students.

Goethe Institut: <http://www.goethe.de/>

One of several options for summer language study in Germany. Please note that students in German have been very successful in competing for summer grants both through the Center for the Study of Languages and Cultures <http://sla.nd.edu/> and the Department of German and Russian Languages and Literatures.

## Language

Deutsche Grammatik 2.0: <http://www.deutschegrammatik20.de/>

A rich array of grammatical materials in German, including useful exercises for targeted issues.

German Language Lab: <http://german.about.com/library/blgerlab.htm>

Various materials of potential interest, including material on pronunciation and on German sounds.

Cactus 2000. German Conjugation: <http://conjd.cactus2000.de/index.en.php>

A seemingly pedestrian site that contains the principal parts of German verbs. Very user friendly.

German Verb Conjugator: <http://www.verbix.com/languages/german.shtml>

Similar to the previous site in offering conjugations of German verbs.

Internet Handbook of German Grammar: <http://www.travlang.com/languages/german/ihgg/>

Vocabulary in the News: [http://german.about.com/library/blnewsvoc\\_e.htm](http://german.about.com/library/blnewsvoc_e.htm)

Useful vocabulary for everyday events described in newspapers.

Vocabulary: <http://lw.lsa.umich.edu/german/hmr/vokabeln/index.html>

Some useful tips and resources on vocabulary. Especially interesting is the list of the ca. 200 most frequently used German words:

[http://lw.lsa.umich.edu/german/hmr/vokabeln/frequent\\_words.html](http://lw.lsa.umich.edu/german/hmr/vokabeln/frequent_words.html).

Top Twenty German Verbs: [http://german.about.com/library/almanac/blalm\\_vrb.htm](http://german.about.com/library/almanac/blalm_vrb.htm).  
The site contains a further link to the top fifty German verbs.

Deutschwortschatz / der Schatz der deutschen Wörter die schönsten deutschen Wörter:  
<http://deutschwortschatz.de/>  
Not an extensive site, but interesting and rich.

## **History**

Deutsche Geschichte in Dokumenten und Bildern (DGDB)  
<http://germanhistorydocs.ghi-dc.org/Index.cfm?language=german>  
Texts and images. Interesting material for those interested in history.

The History of the Berlin Wall: <http://www.chronik-der-mauer.de/index.php/de/>

## **Politics**

Bundeszentrale für politische Bildung: <http://www.bpb.de/>  
A rich array of text resources and information on politics. The site is designed to educate and support German citizens in order to forge a stronger democracy. Intriguing is the Wahl-O-Mat, which allows you to decipher with which party you are most aligned:  
[http://www.bpb.de/methodik/FPAG2N,0,0,WahlOMat\\_Archiv.html](http://www.bpb.de/methodik/FPAG2N,0,0,WahlOMat_Archiv.html)  
Another detailed and similar site can be found at: <http://www.politische-bildung.de/>

Die Bundesregierung: <http://www.bundesregierung.de/>  
A rich and diverse site with information on the German government, both historical and current. Includes some videos as well, including opportunities to hear the Chancellor.

Auswärtiges Amt: <http://www.auswaertiges-amt.de/>  
Website for German foreign policy. Excellent for understanding Germany in the context of the world. Includes some videos.

## **Contemporary German Culture**

Filmportal: <http://www.filmportal.de/df/index.html>  
A rich array of information relating to German film from its origins.

Radio Goethe: <http://www.radiogoethe.org>  
Current music from Germany. Most of the speaking on the site is in English, but there is considerable access to German popular music.

The German Way: <http://www.german-way.com/>  
A site in English providing basic information about culture and customs in the German-speaking

world.

## **Travel and Geography**

Official site for travel in Germany: <http://www.germany.travel/de/index.html#>

Official Site for Berlin: <http://www.berlin.de/>

This site has a history of the city with pictures and lots of general information. The following site offers useful information as well: <http://berlin.arounder.com/en/>

Official Site for Heidelberg: <http://www.heidelberg.de/Lde/7071.html>

Official Site for Travel in Austria: <http://www.austria.info/de>

Official Site for the Switzerland: <https://www.ch.ch/de/>

Official Site for Liechtenstein: <http://www.liechtenstein.li/>

German National Railway Site: <http://www.bahn.de>

Reiseführer Deutschland: <http://www.derreisefuehrer.com/deutschland>  
Information on travel and everyday culture in Germany.

## **Economics**

German Trade and Invest: <http://www.gtai.de/>

A site in English on German business and the German economy.

## **Youth Culture**

Young Germany: <http://www.young-germany.de/>

A site in English for young people planning to study or live in Germany.

## **Books on Tape**

Vorleser: <http://vorleser.net/>

Approximately 600 mp3-audio books and radio plays for streaming or downloading.

Libri Vox: <http://librivox.org/>

Click on the German flag to find free audio books and podcasts in German, all of which have been taken from the public domain.

German Amazon Site: <http://www.amazon.de>

This commercial site, as well as others, sells cd recordings of works of German literature, some of which are superb. Listening to excellent books (perhaps more than once) is a great way to

improve your language capacities, especially listening. There are many good readers, but I have been especially pleased listening to books read by Gert Westphal. Among the works he has read are the great novels and stories of Goethe, Keller, Storm, Fontane, Mann, Zweig, and Kafka.

## Grading

### Grading Scale for the University of Notre Dame

See <http://registrar.nd.edu/gradingsystems.pdf>

Letter Grade	Point Value	Description	Explanatory Comments
A	4	Truly Exceptional	Work meets or exceeds the highest expectations for the course.
A-	3.667	Outstanding	Superior work in all areas of the course.
B+	3.333	Very Good	Superior work in most areas of the course.
B	3.000	Good	Solid work across the board.
B-	2.667	More than Acceptable	More than acceptable, but falls short of solid work.
C+	2.333	Acceptable: Meets All Basic Standards	Work meets all the basic requirements and standards for the course.
C	2.000	Acceptable: Meets Most Basic Standards	Work meets most of the basic requirements and standards in several areas.
C-	1.667	Acceptable: Meets Some Basic Standards	While acceptable, work falls short of meeting basic standards in several areas.
D	1.000	Minimally Passing	Work just over the threshold of acceptability.
F	0	Failure	Unacceptable performance.

### Grading Scale for the German Program

The following percentages and grading system apply to all language courses in the Department of German and Russian Languages and Literatures:

A	100-95	C+	79-78
A-	94-90	C	77-75

B+	89-86	C-	74-73
B	85-83	D	72-70
B-	82-80	F	69

## **Criteria for Grading Class Contribution**

### **Criteria for a Grade of B**

The student ...

prepares well for each class by completing all assignments; rereading or reviewing, when appropriate; and making appropriate notes;  
 does not miss classes for any unexcused reasons and comes to each class on time;  
 makes contributions that show thorough familiarity with the assignments and thoughtful reflection on the material;  
 participates meaningfully not only in small group activities but also in the larger group discussions;  
 listens well and participates in the give-and-take of discussion, for example, by asking questions of the teacher and of other students;  
 is able to express his or her thoughts with only occasional grammatical errors and exhibits good progress in accuracy and fluency of expression over the course of the semester;  
 meets at a superior level most of the learning goals for German 20202 or in a solid way all of the learning goals for German 20202.

### **Criteria for a Grade of A**

The student does all of the above and ...

brings forth excellent insights and questions without dominating the discussion;  
 demonstrates an impressive level of developing expertise on diverse aspects of German culture;  
 speaks in a truly exceptional way, with very few grammatical errors;  
 exhibits superb progress in accuracy and fluency of expression over the course of the semester;  
 meets or exceeds the highest expectations in terms of learning goals for German 20202.

### **Criteria for a Grade of C**

The student ...

comes prepared to class;  
 contributes regularly to the discussions;  
 is able to make him or herself understood, although grammatical errors and vocabulary gaps are remarkably frequent, and relatively modest progress in the student's capacity for expression is evident across the semester;  
 barely meets at the most basic level all of the learning goals for German 20202.

### **Criteria for a Grade of D**

The student ...

comes to class, but rarely contributes to the discussion;  
makes irrelevant comments and has difficulties contributing to the flow of the conversation;  
has difficulties making coherent statements in German;  
meets at the most basic level most of the learning goals for German 2002.

### **Criteria for a Grade of F**

The student ...

does not speak at all or makes comments that exhibit a lack of preparation;  
makes constant mistakes in speech and shows little effort to improve;  
exhibits little or no respect for the class;  
performs unacceptably in the light of the learning goals for the course.

### **Criteria for Grading Papers**

#### **Criteria for a Grade of B**

Clarity

The paper expresses its views clearly and coherently. It communicates meaningful ideas well.

Complexity

The essay integrates a variety of connected themes and exhibits a curious mind at work.

Structure

The title is effective. The essay is structured logically and coherently. The overall outline or organization makes sense, and the paragraphs flow appropriately, one to the other.

Evidence

Appropriate evidence is given for the paper's claims, for example, a chain of abstract arguments or empirical data.

Grammar

The language does not exhibit an inordinate number of mistakes. As the semester advances, fewer mistakes occur.

The student generally avoids basic errors with regard to gender, case, adjective endings, verb conjugations, appropriate helping verbs, and word order, that is, items that students should be able to control, at the very least by consulting dictionaries and an editing check list.

### Style

The essay displays variation in sentence structure. Student may make occasional mistakes when seeking to experiment with more complex sentence structures or trying to express more complex thoughts.

### Vocabulary

The essay exhibits good usage and variety of vocabulary; new vocabulary is incorporated.

### Independence

The paper does not simply restate the obvious or repeat what others have said, but builds on what is known to exhibit the student's own thinking about the topic. The writer avoids simply repeating plot structures, paraphrasing the ideas of others, or repeating information one can obtain from handbooks but has added analysis and/or personal perspective to a substantive theme. The student says something new and interesting.

### **Criteria for a Grade of A**

The paper integrates the expectations of a B grade, but is in addition highly effective in communicating meaningful ideas and unusually engaging.

The language exhibits a developing capacity for smooth writing. One sees varied sentence structure and excellent control of grammar. Some more complex constructions surface, and mistakes are relatively modest in number, especially as the semester progresses.

### **Criteria for a Grade of C**

The thesis of the paper is clear, and the paper presents a viewpoint. There are some problems with communication and a limited development of ideas. The essay is occasionally repetitive. The organization is not transparent or convincing.

There is a fair control of grammatical structures, but limited variation in sentence structure. One sees limited use of new vocabulary. Spelling is poor. The essay has far too many errors that should not be surfacing at this stage.

### **Criteria for a Grade of D**

The thesis of the paper is missing, unclear, or overly simple. The essay's structure is not readily apparent. Ideas are present but are not developed in any way. Paragraphs are poorly constructed

and contain little supporting detail.

The essay relies too heavily on basic vocabulary. In addition, the essay exhibits poor control of grammatical structures and little variation in sentence structure. Problems in grammar, spelling, or punctuation interfere with the writer's capacity to communicate.

### **Criteria for a Grade of F**

The assignment is not completed or is completed in a format that is clearly substandard. The essay exhibits little, if any, preparatory reflection or study. The ideas are undeveloped or repetitive. The essay is very difficult to read or comprehend. No meaningful structure is discernible. Sentences are poorly written and riddled with grammatical mistakes.

## **Criteria for Grading Oral Examinations**

### **Criteria for a Grade of B**

A good, solid, well-rounded performance and conversation; only a few modest mistakes. You are able to express your ideas well and show a good knowledge of the material covered in the course as well as an ability to work intelligently with the material. You are able to give full and forthcoming responses to questions. You express your ideas freely and ably without grammatical errors getting in the way, even if you make occasional, smaller mistakes. In pronunciation you make very few major errors.

### **Criteria for a Grade of A**

You exhibit extraordinary command of the material covered in the course and are able to connect it to your own thinking and analysis in meaningful ways. You speak in a forthcoming and fluid way, with considerable detail, and you are able to vary your sentence format in impressive ways. Your command of German for this stage of your development and the expectations of the course is superb.

### **Criteria for a Grade of C**

You understand the material and can work with it at a reasonable level, but you tend to speak in sentence fragments and convey ideas with consistent errors. You have a clear American accent and problems with a number of sounds. It is clear that while you meet most basic expectations of the course, you fall short in others. You will need to work hard beyond the course to meet expectations for 30000-level courses in the Department.

### **Criteria for a Grade of D**

You barely know the material, and your speech, while intelligible, is riddled with errors. You have difficulties communicating your thoughts.

## **Criteria for a Grade of F**

Substandard and unacceptable.

### **Academic Code of Honor**

This course will be conducted in accordance with Notre Dame's *Academic Code of Honor*, which stipulates: "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty ... The pledge to uphold the *Academic Code of Honor* includes an understanding that a student's submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. – must be his or her own." The code is available at <http://honorcode.nd.edu/>. Information on citing sources and avoiding plagiarism is available at <http://library.nd.edu/help/plagiarism.shtml>.

Students are strongly encouraged to discuss readings and videos with one another outside of the classroom and should feel free to discuss assignments with one another, but the source of all ideas must be revealed fully and honestly. Whenever information or insights are obtained from secondary works, students should cite their sources.

Any assistance given in the writing of papers must be explicitly acknowledged.