



GERMAN 2

KURSÜBERBLICK

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WHY STUDY GERMAN?

In many parts of the world, knowledge of one or more languages other than one's native tongue is very common. In fact, the study of foreign languages in most other countries begins in elementary school. Your continued acquisition of a foreign language allows you to:

- increase your skills in solving problems and dealing with abstract concepts
- appreciate great literary works in the language in which they were written
- see world events from another perspective
- broaden avenues for future study and work
- escape the ignominy of being monolingual in a multilingual world

German is spoken by more than 120 million people in Germany, Austria, Switzerland, Liechtenstein, Luxembourg, parts of Belgium, northern Italy and eastern France. It is a key business language in the European Union and one of the most important cultural languages of the world. It was the language of Bach, Mozart, Haydn, Beethoven, Wagner, Strauss and Mahler. Imagine being able to read the following authors, philosophers and scientists in their native German: Luther, Kepler, Kant, Goethe, Schiller, Hegel, Marx, Nietzsche, Freud, Kafka, and Einstein. Did you know that one in ten books worldwide is printed in German? Bottom line? Knowledge of German is key to a wider, richer world. *Die Welt macht mehr Spass auf Deutsch!*

BRIEF DESCRIPTION OF HOW THIS CLASS WILL WORK

In the classroom, you will continue to develop the four communicative modalities: speaking, listening, reading and writing. Through appropriate attention to each of these areas, you will become better and better prepared to fully enjoy 3rd and 4th year German in which you will be reading, discussing, and coherently writing about great German literature. We will utilize class time speaking **only** in the target language.

REQUIRED TEXTS

1. *Kaleidoskop: Kultur, Literatur und Grammatik* (7th ed.), Moeller et al., Houghton Mifflin, 2007.
2. *Märchensammlung: freundlicherweise zusammengetragen von Herrn Gray* (provided by me, along with a CD of mp3 recordings of the same for your home study)

REQUIRED SUPPLIES

1. Binder for returned homework, classwork, tests, handouts, notes, etc.
2. Notebook paper for homework, notes, etc. [Please do *not* use spiral-bound; the edge is a *hideous mess* when torn out.]
3. Blue or Black pen for homework, partner- and groupwork
4. Red pen for correcting in-class assignments and class-corrected homework
5. Pencil for note-taking
6. Flash cards -OR- notebook (spiral or other) for recording vocabulary

BEING SUCCESSFUL IN GERMAN 2

At Tempe Prep, we place great emphasis on the attitude you bring to studying all your subjects. Your success is measured not only by homework and test scores, but also by how you approach your subjects each day. This, of course, is particularly true in learning German. Because some of the material will be completely new, it will quite naturally take some time before it all sinks in. Still, if you put your mind to it, you will be amazed at how quickly you progress!

Keep one thing particularly in mind, however. Learning German at Tempe Prep is more than being able to say correctly, "This morning Frau Schmidt placed the stuffed ferret on the wooden table" or to ask "At what time will the train from Berlin arrive in Düsseldorf?" In essence, it is about trying new things and discovering new ways to say whatever you want. In other words, improvisation and versatility are key.

Your semester evaluation takes into account four standards by which we measure your success: depth of inquiry; sense of wonder; attitude toward the subject; and

understanding of the subject matter. Specifically, here is what I will look for to see if you are succeeding:

Depth of Inquiry & Sense of Wonder:

- Do you review your work to improve accuracy? Do you clearly want to do your best?
- Do you regularly volunteer to speak in class—*even when you're unsure of the precise words to use?*
- Do you show curiosity about different ways to say things?
- Do you stay focused on an activity—*even when you may not understand the concept at first?*

Attitude:

- Do you complete even simple exercises with care and diligence?
- Do you pay close attention to explanations of grammar and vocabulary?
- Do you listen thoughtfully to your classmates as they attempt to develop *their* language skills?
- Do you accept correction positively when you make mistakes? Do you try again?

Understanding of the Subject Matter:

- Can you apply grammatical rules to *new* situations?
- Can you show command of the vocabulary?
- Can you read with a grasp of main ideas? With an appreciation for details?
- Can you explain what you have just heard or read in German?

EDUCATION

While I will not take up class time to discuss your current grade, you are always welcome to inquire at other times about your grade and overall progress. In fact, I encourage you to do so frequently. Evaluation will take into account these components:

Class Participation (30%)

You are expected you to be prepared for each lesson, and to contribute frequently in class. You are expected to strive for accuracy, but you will not be penalized for inaccuracies. Instead, you will be rewarded for your consistent effort to speak *in German*. **Important: Because we are utilizing an immersion approach to accelerate your acquisition of the language, using English within the walls of my classroom constitutes a subversive and unacceptable behavior. This means that from the moment you enter the room before class begins until the moment you cross the threshold when leaving, you have exactly two choices: German or silence.** Your faithful adherence to this policy will go a long way toward earning your full participation credit each day. Departure from this policy will inevitably result in a loss of valuable points. Please do not assume that I have not noticed illicit English use just because I have not said anything about it. Covert English speaking will lead to covert point deduction ☺. If you ever *absolutely must* use English in class, then it may *only be with me* and only after having received *occasion-specific permission* to do so.

Homework (30%)

Homework will include one or more of the following: written exercises, vocabulary learning, grammar study, short reading assignments, and small projects. It is expected that you will, on your own initiative, spend a *minimum* of TPA's recommended 20 minutes of home language study *each day* learning German, regardless of whether or not there is a specific homework assignment on a given day. I cannot emphasize strongly enough the importance of *consistent daily effort* when learning a new language. If you have already done your assigned homework, studied, and reviewed current and past material to your heart's content, but are still stuck for what else to do, please see the list of suggestions at the back of this packet.

Exams/Quizzes (40%)

The tentative plan is to have four Chapter Exams and one Final Exam *each semester*. In addition, you will need to work through the Märchensammlung, checking off, according to your personal word of honor, those pages that you have both read and listened to [There are two mp3 recordings per page, and you must listen to both while reading. We will discuss the importance of this in class]. You should be able to accomplish this over the course of the year by properly utilizing days when no homework is assigned. Reading and listening from *Aschenputtel* through *Hänsel und Gretel* in the first semester and *Rapunzel* through *Die Bremer Stadtmusikanten* in the second semester will count as a full-fledged exam each semester, so you cannot afford to miss out. Be sure to use your time wisely!

Most quizzes will be on a weekly basis and will cover your learning, both forms and meanings, of the strong and irregular verbs. The verbs we study are so essential for effective communication that they will represent one of the major focuses of the course.

DISCIPLINE

Class will be conducted according to the motto: *Ordnung muss sein*. Remember, this is a language classroom and not a playground. Any roughhousing, throwing of objects, defacing of or absconding with personal or school property, using profanity, etc., therefore, will **automatically result in detention**. Insisting that "so-and-so started it" will never allow a student to escape the consequences of his or her actions.

If a student does anything whatsoever with my personal laptop, that is automatic grounds for detention. Not only is there sensitive information about grades on it, but this simply falls under the heading of "respecting the property of others."

Cell phones, mp3 players, portable video game devices, etc. are not allowed in my classroom—for the simple reason that their use in the classroom is both disrespectful and disruptive. Please leave them in your locker where they belong during classes. First time offenders will have the device confiscated for the duration of the period, second time and repeat offenders will serve detention and a parent or guardian will need to pick up the device from the front office. NB: you may on occasion be allowed to bring a laptop of your own, but only for working on group projects.

I will not waste class time indulging discussions of whether or not the detention is fair or deserved or whatever, neither will I take class time to actually fill out the slip; I will fill it out later in the day and give the student his or her copy the next day. Any pleadings in one's own behalf must wait until after class or sometime later in the day. I will listen carefully and do my best to be fair, but again, during class is never the time for this.

YOUR RESPONSIBILITY

1. **Be enthusiastic!** Try your best. Help your classmates. Laugh. Exaggerate your pronunciation and even your mannerisms while speaking German. If you put so much into it that you almost feel like you're making fun of me, then you are on the right track.
2. **Be inquisitive!** If you need help, ask for it. Ask in *and out* of class. I am available for tutoring. Please give me about a day's notice if you would like to be tutored. If we compare our schedules in advance, we can find the optimal time to meet.
3. **Be punctual!** Lateness is disruptive. We only have 55 minutes together each day to absorb the material. Be on time to class. NOTE: Three (3) "lates" to class in any school quarter = one (1) detention. Also, please do not be in a hurry to pack up your things and stand waiting at the end of class. I will dismiss you to do these things in time to leave.
4. **Be in charge!** You have the power to impact your grades—not only while you do homework, quizzes and exams, but also even if you miss doing them. There are opportunities for make-ups. Better late than never and better 50% credit than none at all.
 - a) **Submit your homework on time.** Unless you have been excused when you are late to class or absent for a day, I will check written assignments for completion at the beginning of the class period. Please get it out and ready *as soon as you sit down*; this will save valuable class time. We will briefly go over the answers, during which time you make corrections in a different color of ink. Once I see the corrections the next day, you get credit for the assignment. Also, I will accept unexcused late assignments, but no later than the day of the next exam and for no more than 50% credit. There is *no individual* extra credit to compensate for missed work.

Any and all extra points will be available to *all students* and only on quizzes and exams.

- b) **Schedule your make-up quizzes and exams.** For each day that you are absent, you may have a day when you return to get caught up before taking a quiz or exam that you missed. *But you must speak to me to schedule the make-up work. I will NOT track you down.*

HOMEWORK POLICY

1. If homework is due on a particular day, have it ready to show me at the beginning of class. There might be days, of course, on which I check homework at the end of the hour. *Just have it ready!*
2. Be prepared to turn in corrected homework if I ask for it. You will receive 10 points for corrected on-time assignments, 5 points for corrected late assignments, and 0 points for assignments not completed or corrected.
3. I will circle mistakes on collected late homework, but I will not make corrections. You may then make corrections and resubmit the homework for a grade of up to 50% of the original point value. Usually a homework assignment will be worth 10 points.
4. Do NOT erase your old mistakes and then write in the corrections. Instead, make your corrections near the original mistakes. When I can see both your mistakes and corrections, I'll be more convinced that you understand why you made the mistakes and are learning from them.
5. Late assignments—anything turned in later than when I asked for it, unless you had an excused absence—will receive a grade of no more than 50% of full value. If you left an assignment in your locker or elsewhere, and I allow you to go get it at the beginning of class, **I will still consider it as late.**
6. You may turn in late homework anytime up until the day of the next exam. 50% is better than 0%, so take advantage of this policy if needed, but remember: to ensure optimal learning, *it is always best to stay current with your assignments.*
7. Your handwritten work must **always** be clearly legible. Also, take a stand and risk being incorrect if you are not sure! Transparent attempts to hide lack of certainty, such as writing letters rather vaguely between upper and lower case, or writing *Umlauts* over vowels (ÄäÖöÜü) so faintly that their intended presence or absence could be up for dispute, will not go unnoticed 😊.

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TENTATIVE SYLLABUS FOR ENTIRE YEAR

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The following Tentative Syllabus is meant to be merely a guideline with regard to class content, grammatical concepts to be learned, and general dates. Anything could change. We will be flexible when we have to be.

Herbstsemester

Woche	Thema/ Kap.	Grammatik und Thema
Aug. 11 - 15	S. xv, xvi, 1	Useful Words and Phrases for Class Interaction; Informal plural imperative
Aug. 18 - 22	1	Tabelle: Freizeitstudie; Online-Forum-Beitrag: Ewige Diskussion - Autos; future tense; Reiseführer: Berlin
Aug. 25 - 29	1	Gedicht: Vergnügungen; Kurzgeschichte: Mittagspause
Sept. 02 - 05	1, 2	EXAMEN: Thema/Kapitel 1 Online-Artikel: Jeanette und ihr Handy; Zeitungsartikel: Gewalt im Fernsehen
Sept. 08 - 12	2	Simple past tense; Introduction to quizzes over principle parts (R10-R12); Past perfect tense
Sept. 15 - 19	2	Double infinitive constructions Gedicht: Nicht Zutreffendes streichen
Sept. 22 - 26	2	Kurzgeschichte: Eine Postkarte für Herrn Altenkirch EXAMEN: Thema/Kapitel 2

Sept. 29 - Oct. 03	3	Interview: "Bei den Wessis ist jeder für sich"; Verb position in statements, questions and clauses
Oct. 13 - 17	3	Word order: time, manner, place, nicht; Zeitschriftenartikel: Kontinent im Kleinformat
Oct. 20 - 24	3	Independent and dependent clauses and conjunctions; Infinitives with zu
Oct. 27 - 31	3	Gedicht: Berliner Liedchen; Drehbuch: Das Versprechen
Nov. 03 - 07	3, 4	EXAMEN: Thema/Kapitel 3 Interview: Einstellungen zur Familie; Tabelle: Aufgabenverteilung im Haushalt
Nov. 10 - 14	4	Nominative case; Accusative Case; The expression es gibt ; Dative case (Kapitel 5)
Nov. 17 - 21	4	Kolumne: Ich muss für meinen Sohn nachsitzen
Nov. 24 - 26	4	Gedicht: Dich; Märchen: Die sieben Raben
Dec. 01 - 05	--	EXAMEN: Thema/Kapitel 4 Kurzgeschichte in Gruppenarbeit schreiben
Dec. 08 - 12	1-4	Präsentationen der Kurzgeschichten; Wiederholungsthemen
Dec. 15 - 18	1-4	FINAL FALL SEMESTER EXAM / End of 1st Semester

Frühlingssemester

Woche	Thema/ Kap.	Grammatik und Thema
Jan. 05- 09	6	Artikel: "Einmal im Ausland arbeiten"; Two-way prepositions
Jan. 12 - 16	6	Biografie: Carolin; Time expressions with the dative case
Jan. 20 - 23	6	Übersicht: Das Schulsystem in Deutschland; Wiederholung: Da- and wo- compounds
Jan. 26 - 30	6	Gedicht: Arbeits-Los; Genitive case; Tagebuchaufzeichnung: Dienstag, der 27. September 1960
Feb. 02 - 06	6,7	EXAMEN: Thema/Kapitel 6

		Leserbrief: Ali Sirin: „Schließlich ist Deutschland meine Heimat“; Preceded and unpreceded adjectives
Feb. 09 - 13	7	Interview: Carmen-Francesca Banciu im Gespräch; Adjectives used as nouns
Feb. 17 - 20	7	Gedicht: Ich habe zwei Heimatländer; Participles as adjectives; Erzählung: Geschäftstarnungen
Feb. 23 - 27	7,9	EXAMEN: Thema/Kapitel 7 Umfrage: Die Deutschen über sich selbst; Feature: Randy Kaufman: „Unser Ausland!“
Mar. 02 - 06	9	Reflexive pronouns and verbs; Extended modifiers
Mar. 16 - 20	9	Skizze: Zeidenitz-Barkow: „Small Talk“; Objective and subjective use of modals
Mar. 23 - 27	9	Berichte: Tübinger Austauschstudenten berichten; Gedicht: Anders II; Kurzgeschichte: Die grüne Krawatte
Mar. 30 - Apr. 03	9, 10	EXAMEN: Thema/Kapitel 9 Zeitschriftenartikel: Die Kunst der Mülltrennung; passive voice
Apr. 06 - Apr. 09	10	Zeitschriftenartikel: Wüsten werden wachsen; Alternatives to the passive voice
Apr. 13 - 17	10	Umfrage: „Umweltschutz geht jeden an“; Indirect discourse
Apr. 20 - 24	10	Gedicht: Ruß; Subjunctive I
Apr. 27 - May 01	10, 8	Kurzgeschichte: Der Bergarbeiter; Subjunctive II
May 04 - 08	8	Würde-construction; Conditional sentences
May 11 - 15	10, 8	<u>Als ob</u> and <u>als wenn</u> constructions EXAMEN: Themen/Kapitel 10 & 8
May 18 - 22	--	Kurzes Theaterstück in Gruppenarbeit schreiben
May 26 - 27		FINAL SPRING SEMESTER EXAM / End of 2 nd Semester