



GERMAN 4

KURSÜBERBLICK

Mr. Jamison Gray
jgray@tempeprep.org

Ziele

The aim of fourth year German at TPA is to sharpen your understanding of the language through focusing on the written works of specific German authors, while continuing with an adequate emphasis upon German history and culture. Although German III is structured in the same manner, the written works covered in this course are considerably more challenging than those presented last year. We will utilize class time speaking only in the target language and you will be expected to share your opinions of the text, along with summaries of each reading assignment.

The immediate goals of the course include:

- developing greater reading skills
- fine tuning spoken language through opinion and insight
- discovering an appreciation of authentic German literature
- completing advanced essays in the foreign language
- acquiring an even larger vocabulary
- practicing correct pronunciation and intonation
- learning about Germany, Austria, and Switzerland as well as the great authors from their respective countries

Bewertung

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.

You will be graded on the basis of class participation (30%), your exams and quizzes (40%), and your homework assignments (15%), and your essays (15%). You can expect 3-5 reading homework assignments per week. The exams and quizzes will cover the assigned texts, as well as your learning from *Using German Synonyms* (discussed below under *Materialien*). **Class participation is, as always, extremely important in the evaluation of your grade.** Each student will be expected to discuss, in detail, the homework assignments on a daily basis. Don't worry about making mistakes—learning a language means learning from mistakes. You will be graded on the basis of your effort and improvement.

Specifics on Class Participation

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.

Materialien

We will cover three chosen texts this year. These include Dürrenmat's drama *Die Physiker*, Goethe's drama *Faust*, and Max Frisch's *Homo Faber*. As a reference, you will need a good German dictionary of your choice—this will be most useful when you are reading and writing in German. Note: I have taken the liberty of providing you with an extensive glossary for *Die Physiker*, however, you be pretty much on your own when it comes to reading *Faust* and *Homo Faber*. While *Faust* does include an English translation on the facing pages, it is more designed for poetic flow and transmission of larger ideas than as a strictly accurate translation. In addition, I have created a CD with mp3 recordings of *Die Physiker* and *Faust* for you to use in conjunction with your personal readings at home. These are guaranteed to be of enormous benefit as they help you to improve your listening comprehension, pronunciation, intonation, and ability to correctly pronounce new vocabulary at first sight and correctly spell based on what you hear. At the conclusion of each of these books, you will sign off, **based on your personal word of honor**, that you have listened to the recordings in their entirety. In exchange, you will have the equivalent of a 100% exam score added to your grade (for a total of two exam grades). I recommend that you copy the files to a computer hard drive or mp3 player in case you should, heaven forbid, lose the CD.

We will also be doing an intensive study of the first half of Martin Durrel's *Using German Synonyms (UGS)*. By doing so, you will A) begin to gain the kind of sensitivity to German semantics, style, and register that is usually only available to native speakers of the language and B) improve your awareness of and precision with these factors in any language, including English. You will truly never use a dictionary or thesaurus the same way again! Weekly quizzes will be based on four pages each from the book, and will touch primarily on the semantics. In contrast, both final exams in this course will focus on your acquired ability to correctly identify the register (i.e. situational or stylistic appropriateness) of a word within the context of a sentence.

Nachhilfe

I am available for German 4 tutoring, but it is best if you make an appointment in advance. Also, you need to come to tutoring with a specific area for help. Let me know in advance so I can better assist you and we can make full use of the session. If this time does not agree with your schedule, I will be available for tutoring most days after school. An appointment must be made in advance.

Abwesenheit und verspätete Hausaufgaben

It is always the student's responsibility to find out what work has been missed during an absence. You should always contact a fellow student for this information. Assignments that were due on the date of absence are due immediately upon return; assignments given while a student is absent are due one day after returning to school. Exceptions to this policy may be made at my discretion in the event of longer absences. If you know that you will be absent, speak to me in advance about your assignments.

Homework that is one day late will be accepted for 75% credit. Homework more than a day late will not be accepted for any credit, but I will be willing to look it over and assist you if the assignment was not understood.

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.

GERMAN 4

TENTATIVE SYLLABUS FOR ENTIRE YEAR

Herr Gray

jgray@tempeprep.org

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 | USG | Literatur: Lektüre und Diskussion |
|-----------------------|----------------------|--|
| Aug. 11 - 15 | intro/ discussion | <i>Die Physiker</i> : 10-14 |
| Aug. 18 - 22 | 1-4 | <i>Die Physiker</i> : 15-30 |
| Aug. 25 - 29 | 5-8 | <i>Die Physiker</i> : 31-46 |
| Sept. 02 - 05 | 9-12 | <i>Die Physiker</i> : 47-62 |
| Sept. 08 - 12 | 13-16 | <i>Die Physiker</i> : 63-78 |
| Sept. 15 - 19 | 17-20 | <i>Die Physiker</i> : 79-87 |
| Sept. 22 - 26 | 21-24 | Kreativer Aufsatz: <i>Die Physiker</i> |
| Sept. 29 - Oct. 03 | 25-28 | <i>Faust</i> : Einführung lesen und diskutieren |
| Oct. 13 - 17 | 29-32 | <i>Faust</i> : 66-92 (short answer/essay quizzes will be given periodically) |
| Oct. 20 - 24 | 33-36 | <i>Faust</i> : 94-122 |
| Oct. 27 - 31 | 37-40 | <i>Faust</i> : 124-152 |
| Nov. 03 - 07 | 41-44 | <i>Faust</i> : 154-182 |
| Nov. 10 - 14 | 45-48 | <i>Faust</i> : 184-212 |
| Nov. 17 - 21 | 49-52 | <i>Faust</i> : 214-242 |

| | | |
|--------------|----------------|-------------------------|
| Nov. 24 - 26 | 53-56 | <i>Faust: 244-272</i> |
| Dec. 01 - 05 | 57-60 | <i>Faust: 274-302</i> |
| Dec. 08 - 12 | Wiederholung | <i>Faust: 304-332</i> |
| Dec. 15 - 18 | Schluss-examen | Schlussexamen: USG 1-60 |

Frühlingssemester

| Woche | USG | Literatur: Lektüre und Diskussion |
|----------------------|----------------|--|
| Jan. 05- 09 | 61-64 | <i>Faust: 334-362</i> |
| Jan. 12 - 16 | 65-68 | <i>Faust: 364-392</i> |
| Jan. 20 - 23 | 69-72 | <i>Faust: 394-420</i> |
| Jan. 26 - 30 | 73-76 | Überredender (<i>persuasive</i>) Aufsatz: <i>Faust</i> |
| Feb. 02 - 06 | 77-80 | <i>Homo Faber: 7-16 hf 7-179</i> |
| Feb. 09 - 13 | 81-84 | <i>Homo Faber: 17-31</i> |
| Feb. 17 - 20 | 85-88 | <i>Homo Faber: 32-46</i> |
| Feb. 23 - 27 | 89-92 | <i>Homo Faber: 47-61</i> |
| Mar. 02 - 06 | 93-96 | <i>Homo Faber: 62-78</i> |
| Mar. 16 - 20 | 97-100 | <i>Homo Faber: 79-93</i> |
| Mar. 23 - 27 | 101-104 | <i>Homo Faber: 94-108</i> |
| Mar. 30 - Apr. 03 | 105-108 | <i>Homo Faber: 109-123</i> |
| Apr. 06 - Apr. 09 | 109-112 | <i>Homo Faber: 124-138</i> |
| Apr. 13 - 17 | 113-116 | <i>Homo Faber: 139-154</i> |
| Apr. 20 - 24 | 117-120 | <i>Homo Faber: 155-169</i> |
| Apr. 27 - May 01 | Wiederholung | <i>Homo Faber: 170-179</i> |
| May 04 - 08 | Wiederholung | Analytischer Aufsatz: <i>Homo Faber</i> |
| May 11 - 15 | Wiederholung | Schlussprojekt |
| May 18 - 22 | Wiederholung | Schlussprojekt |
| May 26 - 27 | Schluss-examen | Schlussexamen: USG 61-120 |