

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**  
<http://www.mlcs.ualberta.ca>

**2015-2016 German 317 A1: Teaching German as a Foreign Language:  
Individual Study/Directed Reading Course  
(Fall Term)**

Instructor: Dr. Claudia Kost Time: TBA  
Office: 308-A Arts Building Place: TBA  
Office Hours: T, Th 10-11am and by appointment  
E-Mail: [ckost@ualberta.ca](mailto:ckost@ualberta.ca)

**Course Prerequisites and Placement:** The prerequisite for this course is the successful completion of German 212 or consent of the instructor.

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?  Yes  No, not needed, no such projects approved

**Community Service Learning** component  
 Required  Optional  None

**Past or Representative Evaluative Course Material available**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (*please specify*)
- NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

- Yes  No

**Course Description and Objectives:** This directed reading course focuses on topics that are relevant for teaching German as a foreign language, e.g. *teaching methods, assessment, error correction/feedback, and the teaching of culture*. We will discuss theories and current research that underlie these topics, and address practical applications.

Students will:

- Acquire knowledge about the theories underlying teaching practices
- Develop some teaching practices based on current pedagogical approaches and theories
- Engage in reflective writing to explore course materials and issues related to teaching
- Develop a classroom activity and a lesson plan

**Required Texts:** We will use a collection of articles available online (library) or through copies.

**Additional Resources:**

- Richards, Jack C. & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
- Larsen-Freeman, Diane (2000). *Techniques and Principles in Language Teaching*. (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

### **Required Notes:**

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

### Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> ) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

### Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

### Academic Honesty:

**All students** should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

**Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular daily attendance is essential for optimal performance in a foreign language course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

Policy for Late Assignments:

Assignments are normally due on the day originally announced. Students who consult in advance with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension.

In cases of medical emergencies or severe domestic affliction, you must notify me (by email) within one working day of the due date explaining why the assignment was not handed in on time. If the explanation is not deemed reasonable, your assignment is considered late and may still be handed in, with a 5%-per-day penalty assessed for each day of lateness, at the discretion of the instructor.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.ssd.ualberta.ca](http://www.ssd.ualberta.ca) ).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“MLCS Undergraduate Grading Scale”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

**MLCS Undergraduate Grading Scale**

<b>Letter</b>	<b>%</b>	<b>Pts</b>	<b>Descriptor</b>
A+	95-100%	4.0	<b>Outstanding:</b> Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	90-94%	4.0	<b>Excellent:</b> Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	<b>Very good:</b> Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	<b>Very good</b>
B	75-81%	3.0	<b>Good:</b> average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	<b>Good</b>
C+	66-69%	2.3	<b>Satisfactory:</b> Basic understanding of the subject matter
C	61-65%	2.0	<b>Satisfactory</b>
C-	58-60%	1.7	<b>Satisfactory</b>
D+	55-57%	1.3	<b>Minimal Pass:</b> Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	<b>Minimal Pass:</b> Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	<b>Fail:</b> Unsatisfactory performance or failure to meet course requirements.

## **Assignments and Grade Distribution:**

Preparation and Discussion:	25%	
Classroom Observation Reports (3):	25%	(due dates vary)
Reflective Blog (bi-weekly):	20%	
Online Module Summary/Reflection:	10%	(due Sept. 28, 2015)
Classroom Activity:	10%	(due Oct.26, 2015)
Lesson Plan:	10%	(due Nov. 30, 2015)

## **Description of Assignments:**

Preparation and Discussion (25%): You should prepare the assigned readings carefully at home, engage in the material in a thoughtful and informed manner, and contribute to a productive discussion in our meetings.

Classroom Observation Reports (25%): Three times during the semester, you will observe a language class taught by a different instructor. You will be asked to observe a particular aspect of the class (e.g. teacher's language use), reflect critically on what you saw and prepare a written report (ca. three pages, double-spaced, typed; including a description of the lesson plan and a critical reflection).

The assignments will be evaluated on the completeness of the observations, the depth and breadth of the analysis and reflections, and clarity of expression. The instructor to be visited should be asked several days in advance whether s/he agrees to an observation and when you can come in. You should be punctual and courteous when visiting someone else's class, and thank the instructor afterwards for allowing you to observe their class.

Reflective Blog (20%): You will keep an electronic journal (blog) in German for this course. It is designed to help you explore connections between course material, readings, discussion and your own personal experience in everyday life as they relate to language learning or language teaching.

You are required to write at least 200 words every second week/twice a month. By writing frequently in a low-stakes environment (your blog will not be graded on linguistic accuracy), you will develop more fluency in your German writing skills. Your blog will be graded on the breadth and depth of your reflections and your ability to connect the materials in class to your experiences outside the classroom.

Online Module Summary/Reflection (10%): You will work through one module of your choice from the Foreign Language Teaching Methods online course at the University of Texas, Austin and write a 2-3 page summary of the main points and a reflection on what you learned.

<http://www.coerll.utexas.edu/methods/>

Classroom Activity (10%): You will create your own classroom activity (i.e. something that is not in the textbook); you can choose your topic, but it has to be discussed with me before you design the activity.

Lesson Plan (10%): You will write up a lesson plan for a German language class, demonstrating that you know the important components and sequencing of a lesson plan.