

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2015-2016 GERM 317 B1: *Teaching German as a Foreign Language*
(Winter Term)

Instructor: Dr. Claudia Kost
Office: 308-A Arts Building
Office Hours: T, Th 10-11 and by appointment
E-Mail: ckost@ualberta.ca
Time: T, Th 2:00-3:20
Place: HC 2-37

Course Prerequisites and Placement: The prerequisite for this course is the successful completion of German 303 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

See explanatory notes: Community Service-Learning (CSL) Component. What is CSL?

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 course deals with different areas in which insights from applied linguistics can be used. We will concentrate on topics that are relevant for teaching German as a foreign language, e.g. *teaching methods, assessment, error correction/ feedback, vocabulary and the teaching of culture*. By discussing both theoretical and practical topics, students will be able to develop foundational knowledge and critical awareness of the issues involved in teaching German as a second/foreign language.

By the end of this class, successful students will be able to

- identify and compare aspects of major teaching methods
- develop good teaching practices based on current pedagogical approaches and theories
- apply their acquired foundational knowledge of second language acquisition issues to design and evaluate classroom teaching materials and assessment tools for different language skills

Required Texts: We will use a collection of articles available online (library) or through copies; see attached bibliography.

Additional Resources:

- Richards, Jack C. & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. (2nd ed.). Cambridge: Cambridge University Press.

- Larsen-Freeman, Diane (2000). *Techniques and Principles in Language Teaching*. (2nd 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 directs 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 attendance is essential for optimal performance in any 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 two 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. Under no circumstances will the MLCS main office (200 Arts) receive assignments from students on behalf of instructors.

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; Email; phone 780-492-3381; www.ssds.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

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

Community Service Learning (CSL) component – What is CSL?

Community Service Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit organization (list will be available in January) for a minimum of 20 hours over the semester. You will be expected to maintain an engaged presence in the community throughout the semester and to reflect on your experiences regularly using course content as a basis for your understanding and analysis. For this course, the partner organizations all are engaged in the teaching of German. Students will be expected to begin their placement by the end of January.

For further information about CSL: <https://uofa.ualberta.ca/community-service-learning>

Why volunteer?

- To make a difference
- To become active
- To become aware of the variety of cultures contributing to and designing our community
- To broaden your horizons
- To combine learning languages with learning about cultures
- To experience other cultures and get in touch with the “world”
- To experience the “real” effects, demands, and advantages of a multicultural and intercultural society
- To identify what is being done to help people integrate into our culture
- To learn about global understanding and gain intercultural competence
- To become a part of the local German-speaking community in Edmonton
- To build connections to local German programs and relationships with local German teachers

Possible CSL Partner Organizations for this class

- Bilingual schools, German Saturday School, elementary and high schools with strong German programs

How do I participate?

On the first day of class, we will discuss our CSL partner organizations placement options (a copy of the CSL guidebook and other CSL information materials are posted on eclass and are available on the CSL homepage at <https://uofa.ualberta.ca/community-service-learning>). By January 14, 2016, all students interested in the CSL option should indicate their interest by sending me a brief email specifying which two partner organizations they would most like to work with and why. There are only a certain number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you selected. You also need to sign up for your placement on the CSL webpage at <https://sites.google.com/a/ualberta.ca/csl-student-site/>. In week three of the term, you need to stop by the CSL office for security checks (check the CSL webpage for exact dates).

Once you receive confirmation from me, contact your selected organization immediately and tell them that you are a student from German 317 and arrange to meet with a representative from that organization to get started. Together, you will discuss how you will work with that organization (scheduling, activities, communication, etc.). Towards the end of the term, you need to fill out the Student Completion Form together with your community partner.

Assignments and Grade Distribution:

<i>Students choosing CSL component</i>	<i>Students not choosing CSL component</i>
Participation/Attendance: 10%	Participation/Attendance: 10%
---	Leading Class Discussion: 5%
---	Observation Report: 5%
Test Preparation: 5%	Test Preparation: 5%
Test I: 15% (February 11, 2016)	Test I: 15% (February 11, 2016)
Test II: 15% (April 7, 2016)	Test II: 15% (April 7, 2016)
Reflective Blog: 15% (weekly)	Reflective Blog: 15% (weekly)
Culture workshops: 10% (due: March 17+22, 2016)	Culture workshops: 10% (due: March 17+22, 2016)
Classroom Activity: 10% (due: March 31, 2016)	---
CSL Presentations: 5% (due: April 5, 2016)	---
Final CSL Report: 15% (due: April 19, 2016)	Final Project: 20% (due: April 19, 2016)

Description of Assignments:

Attendance: You are expected to attend class regularly and punctually. If you must miss a class, contact another student (or the instructor) to get homework assignments. It is your responsibility to make up work and learn the material for classes you miss. Absences will be excused only for emergency conditions, religious convictions, or legitimate University-related business. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days.

Participation (10%): Regular attendance and participation in class discussions and activities is an assumed pre-requisite for completing the course satisfactorily. Since class discussions focus on the assigned readings, you should prepare them carefully at home, engage in the material in a thoughtful and informed manner, and contribute to a productive class discussion. At her discretion, the instructor might administer pop quizzes throughout the semester which will count towards your participation mark.

Leading Class Discussion (5%): Only for students not doing the CSL component. Once in the semester, you will be responsible for a text as discussion leader. You will come up with several questions to start the discussion and then lead the discussion. Please come to my office hours beforehand to discuss the questions and ideas you have for “your” class.

Observation Report (5%): Only for students not doing the CSL component. You will visit a German 112 class and write an observation report in German (2 pages). I will help you make arrangements with a German 112 instructor. The classroom visit will give you the opportunity to observe a class “from the other side” and observe how the instructor structures the lesson, uses the target language, etc.

Test Preparation (5%): To prepare for the tests, we will discuss in class and by email what they should look like. You will be asked to submit questions and ideas for the tests. I will then compile all possible test items and return them to you in the form of a worksheet so that you can prepare for the tests. This is your chance to actively participate in the creation of the tests.

Test I (15%) and Test II (15%): The tests consist of definitions, short answers and essay questions. Test I is scheduled for February 11, 2016; Test II is scheduled for April 7, 2016.

Reflective Blog (15%): 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 and / or at your service-learning placement as they relate to language learning or language teaching. For non-CSL students, the blog will primarily be a space to work out ideas and concepts discussed in class and to relate them to observations you make in your everyday life. For CSL students, the blog will primarily be a space where you reflect on your experience with your CSL partner organization, the situations you encounter, and the personal thoughts and reactions you have to this experience.

You are required to write at least 150 words in German per week. Every second week, you will also comment on one of your classmates' blogs (preferably if you are a CSL student, you will give feedback on the blog of a non-CSL student, and vice versa). You are not supposed to comment on the language used, but on the thoughts and ideas that your classmates discuss in their blogs. 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.

Culture Workshops (10%): Together with a partner, you will develop some ideas on "teaching" a cultural topic based on our readings and discussions in class. All topics are chosen by you, but have to be cleared with me in advance. On March 17 and 22, 2016, you will present your ideas (including materials, outline of activities) as part of the culture workshop (ca. 10 min.). Feel free to use the overhead projector or a PowerPoint Presentation to organize your oral presentation visually. Try not to read off your presentation but speak as freely as possible.

Classroom Activity (10%): Only for CSL students. 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. The activity is due March 31, 2016.

CSL Presentations (5%): Only for CSL students. You will give a 5-10 minute presentation in German about your CSL experience in class. Tell us what you did in your placement, what kind of experiences you had, how you were able to connect course materials to what you observed or did in your placement, etc. Presentations will take place on April 5, 2016.

Final CSL report (15%) for CSL students: You will write a final report about your experiences with CSL. Try to connect the things you learned (in terms of language, experience as a "teacher", world experience, etc.) to what we discussed in class. Your report has to be written in German and should be about 3 pages long (double-spaced, typed). It is due on Tuesday, April 19, 2016.

Final Project (20%) for non-CSL students: You have two options for your final project:

1. You can write an essay about a topic within the larger field of applied linguistics that you are particularly interested in, reporting about the research of other scholars (review of literature). You need to have at least 5 secondary sources. The essay has to be written in German and should be about 6 pages (double-spaced, typed).
2. You can create a lesson plan for a 50 minute German language class, demonstrating that you know the important components and sequencing of a lesson plan. You need to create all the activities in your lesson plan.

The final project is due on Tuesday, April 19, 2016.

If you have questions or concerns at any point during the semester, please contact me. Plan on attending my office hours at least once during the semester just for an informal visit. We hope that your study of German applied linguistics will be stimulating, productive and enjoyable, and wish you a successful semester!

Viel Spaß!!!

GERMAN 317: Class Schedule

Texts have to be read and prepared for the days indicated below.

Date	Topic/ Readings (have to be read for this date)	Discussion Leader/ Assignment due
Jan. 5	Introduction	
Jan. 7	Teaching Methods: Shrum/Glisan ch. 1	
Jan. 12	Shrum/Glisan ch. 1	
Jan. 14	Shrum/Glisan ch. 2	
Jan. 19	Omaggio ch. 3, pp. 86-129	Methods workshop
Jan. 21	Omaggio ch. 3, pp. 86-129	Methods workshop
Jan. 26	Omaggio ch. 3, pp. 86-129	Methods workshop
Jan. 28	Vocabulary: Brandl, ch. 3	
Febr. 2	Task-Based Language Teaching (TBLT): handout	
Febr. 4	Error Correction/ Corrective Feedback: Brandl, ch. 5	
Febr. 9	Brown (2009)*, Vyatkina (2010)*	
Febr. 11	Test I	Test I
Febr. 16	Winter Term Reading Week -- no classes	
Febr. 18	Winter Term Reading Week -- no classes	
Febr. 23	Lesson Planning: Brandl, ch. 2 Learning Outcomes: handouts	
March 1	Interaction Types: handouts	Activity Workshop
March 3	Teaching Culture: Omaggio ch. 8, pp. 345-389; Schulz et al. (2005)*	
March 8	Visual Art: Barnes-Karol & Broner (2010)*, Knapp (2012)*, Sederberg (2013)*	
March 10	Music: Schmidt (2003)*, Putnam (2006)*, Schmidt (2008)*, Sosulski (2013)*	
March 15	Green Germany: Becker et al (2013)*, Berg (2013)*, Melin (2013)*, Ryshina-Pankova (2013)*	
March 17	Culture workshop	Culture Workshop
March 22	Culture workshop	Culture Workshop
March 24	Assessment: Shrum/Glisan ch. 11	
March 29	Testing reading and writing: Omaggio, pp. 408-431; Peyton (1993)*	
March 31	Testing oral skills: Omaggio, pp. 431-448; ACTFL Proficiency Guidelines; CEFR	Classroom activity due (for CSL students)
April 5	CSL presentations	
April 7	Test II	Test II

Schedule is subject to minor, announced changes!

Bibliography:

Barnes-Karol, G., & Broner, M.A. (2010). Using images as springboards to teach cultural perspectives in light of the ideas of the MLA report. *Foreign Language Annals* 43(3), 422-445.

Becker, A., Glenn DeMaris, S., & Moller-Tank, B. (2013). Greening the German classroom: Starting points for a cultural lesson. *Die Unterrichtspraxis* 46(2), 149-162.

Berg, B. M. (2013). Perspectives on the German *Energiewende*: Culture and ecology in German instruction. *Die Unterrichtspraxis* 46(2), 215-229.

Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Brown, A.V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal* 93(1), 46-60.

Knapp, T. E. (2012). Picturing German: Teaching language and literature through visual art. *Die Unterrichtspraxis* 45(1), 20-27.

Melin, C. (2013). Climate Change: A "Green" approach to teaching contemporary Germany. *Die Unterrichtspraxis* 46(2), 185-199.

Omaggio Hadley, A. (2001). *Teaching Language in Context*. (3rd ed.). Boston, MA: Heinle & Heinle.

Peyton, J. K. (1993). Dialogue Journals: Interactive writing to develop language and literacy. *ERIC L&L Digest*. www.cal.org/resources/digest/peyton01.html

Putnam, M. (2006). Teaching controversial topics in contemporary German culture through hip-hop. *Die Unterrichtspraxis* 39(1-2), 69-79.

Ryshina-Pankova, M. (2013). Understanding "Green Germany" through images and film: A critical literacy approach. *Die Unterrichtspraxis* 46(2), 163-184.

Schulz, R.A., Lalande, J.F., Dykstra-Pruim, P., Zimmer-Loew, H., & James, C.J. (2005). In pursuit of cultural competence in the German language classroom: Recommendations of the AATG Task Force on the teaching of culture. *Die Unterrichtspraxis* 38(2), 172-181.

Schmidt, J. (2003). German rap music in the classroom. *Die Unterrichtspraxis* 36(1), 1-14.

Schmidt, J. (2008). Trends in German hip hop music and its usefulness for the classroom. *Die Unterrichtspraxis* 41(1), 46-56.

Sederberg, K. (2013). Bringing the museum into the classroom, and the class into the museum: An approach for Content-Based Instruction. *Die Unterrichtspraxis* 46(2), 251-262.

Sosulski, M. J. (2013). From Broadway to Berlin: Transformative learning through German Hip-Hop. *Die Unterrichtspraxis* 46(1), 91-105.

Shrum, J. L., & Glisan, E. W. (2000). *Teacher's Handbook: Contextualized Language Instruction*. (2nd ed.). Boston, MA: Heinle & Heinle.

Vyatkina, N. (2010). The effectiveness of written corrective feedback in teaching beginning German. *Foreign Language Annals* 43(4), 671-689.