

Course Format: The objectives of this course will be learned from a combination of assigned readings, class discussions of those readings, and writing-to-learn assignments.

Texts:

- Apeltauer, Ernst. *Grundlagen des Erst- und Fremdsprachenerwerbs*, Goethe-Institut. (The text is required and should be purchased from SUB before the first class if at all possible.)
- Boeckmann, Klaus-Börge. *Grundlagen des Erst- und Fremdsprachenerwerbs, Ergänzungsheft*, Goethe-Institut. (This text is also required but is not needed until toward the end of class.)

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: January 6, 2020
Add/Delete Date: January 17, 2020
50% Withdrawal Date: February 5, 2020
Winter Term Reading Week: February 18-21, 2020
Withdrawal Date: April 1, 2020
Last Day of Class: April 8, 2020
Final Exam Date (if applicable): No final exam

Date of Deferred Final Exam (if applicable): Please consult the following site:
[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations \(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations)

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Grade Distribution (see “Explanatory Notes”):

Your end-of-semester grade will be calculated on the basis of the following:

Participation: 15% (throughout the semester)

Homework and in-class writing-to-learn assignments: 20% (throughout the semester)

Exam I: 20% (February 6th, 2020)

Exam II: 20% (March 31st, 2020)

Final paper and in-class presentation: 25% (presentations in final two class periods, final paper due Thursday, April 14th, 2020 at 4pm)

Date of Deferred Final Exam (if applicable): Not applicable (this class has no final exam).

Explanatory Notes on Assignments:

Participation: This mark will be based on the *quality* and *quantity* of each student's participation in class discussion (both in whole-class discussion and in any ensuing work in small groups). Attendance does not figure directly into this mark, but has an inevitable

influence on it in the case of frequent (i.e. more than once or twice) absences, since being absent means being unable to participate in class discussion.

Short writing assignments:

Most of the writing you do in this class will be considered “low-stakes” writing or “freewriting”. This means that while you will turn the assignment in, it will simply be looked over briefly in terms of content, marked as done adequately (9/10 points), done especially well (10/10 points), done inadequately (5/10 points), or not done (0/10 points), and returned the following period. These assignments should be written in German, but my assessment will be based solely on the content of the assignment, and not at all on the writing itself.

The two types of low-stakes writing assignments you will do will primarily involve your own response to our class readings:

1) Each class period, you should bring with you a short written (typed) response to the readings of around a page, double-spaced. In this response, you should be guided by these questions: *Haben Sie starke Reaktionen (positiv oder negativ) auf irgendetwas in dem Reading gehabt? Sind Ihnen beim Lesen vielleicht ein paar interessante Ideen eingefallen, worüber Sie noch mehr nachdenken wollen? Erinnern Sie sich beim Lesen vielleicht an etwas, was Sie selber schon mal erlebt haben? Was haben Sie beim ersten Lesen noch nicht so gut verstanden? Was müssen wir heute im Unterricht unbedingt besprechen?* You will turn these in at the end of each class period, and they will be returned the following period with short comments. You should plan to keep them with you during class discussions so that you can refer to them if you need a reminder of what you wanted to discuss or how to phrase an idea you’ve had.

2) Occasionally (sometimes at the beginning of class, sometimes in the middle of a discussion), you will be expected to respond to a short question that serves to focus our class discussion of the readings. You will turn these in on the spot, and they will also be returned the following period with short comments.

Exams:

The exams will consist of definitions, short-answer questions, and one longer essay question. Both exams will take the length of a regular class period. The second exam will not be cumulative, but will only cover the material discussed from the class period after the first exam onward. A template of the exam will be passed out and discussed in class before each exam, in order to give students a chance to see what the format of the exam will be like. They will both be written in German, but Dr. Dailey-O’Cain will not count language errors against your exam mark. You may use dictionaries during the exams; these will be provided in class (please do not bring your own).

Final paper and in-class presentation:

The paper (“Aufsatz”): The final paper is due on Tuesday, April 14th, after the semester is over. The paper should have to do with an aspect of the course material that interests you and which

you would like to explore further. Students may choose to either synthesize the research of others on a topic or write a proposal for their own potential studies on language acquisition (both types of papers will require the reading and citing of academic sources). German majors are required to write their papers in German; the others may choose to write either in German or English. The paper should be about seven pages long. While those writing in German are not expected to write in flawless grammatically and idiomatically correct language, your language use will form a part of the mark for this assignment, so please take more care in writing it than you do with the low-stakes assignments (although the same goes for those writing in English!).

The presentation (“Vortrag”): The purpose of your presentation is to give you a chance to teach the other students something about what you have learned through working on your paper. This can consist of a straightforward, conventional presentation of some of the information you have learned, as one might in a lecture, but you can also choose to do some sort of in-class activity with the rest of the class to illustrate the points made in your paper. Your presentation should be seven to ten minutes long, after which a short discussion period will follow, and it will be given on one of the final two days of class. It should be in the language of your paper, because you will be expected to develop this presentation into the final version of your paper after receiving feedback from Dr. Dailey-O’Cain and from the rest of the class.

In most cases, the presentation will be worth 10% of the final “paper/presentation” mark and the paper will be worth 15% of the final “paper/presentation” mark, for a total of 25%. In cases where there has been a serious misunderstanding of the material that becomes evident in the presentation and is corrected in the final paper, however, Dr. Dailey-O’Cain reserves the right to shift more of the weight to the final paper, in order to better reflect the process of the learning you have done.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

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](#) and avoid any behaviour that 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

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 that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 [Attendance](#) and [Examinations](#) 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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, if you cannot attend a regular class (i.e. non-exam or presentation) period, you are simply asked to *e-mail Dr. Dailey-O'Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your computer, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O'Cain). If you do this, your absence will be marked as *excused*. You do not need to provide a reason or excuse for these absences. You will also not be directly penalized for these absences, but please remember that you can't participate in discussions and other in-class activities if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark. If you do *not* let Dr. Dailey-O'Cain know ahead of time that you will be absent, your absence will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities or writing assignments that day, as well as for any at-home assignments due that day. Whenever you have an excused absence, you are responsible for asking Dr. Dailey-O'Cain of your own accord after the next class period what any missed assignments are, and for asking a fellow student (not Dr. Dailey-O'Cain) for any in-class notes you have missed.

In cases of potentially excusable absences *on exam or presentation days* due to illness or domestic affliction, *notify Dr. Dailey-O'Cain by e-mail within two days*. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 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:

If your absence is excused (i.e. if you have notified Dr. Dailey-O'Cain before the absence that you will not be there, see the previous section for details), your late assignment should be turned in at the next class period. You will not be reminded to do this. If your absence is not excused (i.e. if you have *not* notified Dr. Dailey-O'Cain before the absence that you will not be there), your late assignments will not be accepted.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
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<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

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Unterrichtsplan:

Die Kursbücher werden nach den Autoren „Apeltauer“ und „Boeckmann“ genannt. Die passenden Seitenzahlen werden angegeben.

Einführung

January

7: Kurseinführung; Apeltauer: 8-9

Erstspracherwerb

9: Apeltauer 10-18

14: Apeltauer 19-24

16: Apeltauer 25-29

21: Apeltauer 29-35

23: Apeltauer 36-41

28: Apeltauer 42-47

30: Apeltauer 47-56

Februar

4: Apeltauer 56-67

6: PRÜFUNG I

Zweitspracherwerb

11: Apeltauer 68-76

13: Apeltauer 77-83

18: LESEWOCHE

20: LESEWOCHE

25: Apeltauer 83-89

27: Apeltauer 89-97

März

3: Apeltauer 98-104

5: Apeltauer 105-110

10: Apeltauer 111-114

17: Apeltauer 115-120

19: Apeltauer 120-129

24: Apeltauer 130-134

26: Boeckmann (Seiten TBA)

31: PRÜFUNG II

April

2: VORTRÄGE

7: VORTRÄGE

Your final papers are due Tuesday, April 14th, at 4pm.