



Elementary German I
Prothro-Yeager College of Humanities and Social Sciences
GERM 1134 Section 102
Fall 2024

Contact Information

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Course Description

The language teaching community recognizes that language and culture are deeply interconnected. Consequently, this course is designed to introduce students to both the language and culture of German-speaking countries. To achieve this, the course will utilize a combination of prepared and authentic materials, focusing on theme-related vocabulary and grammatical structures.

The primary objective of this course is to develop students' proficiency in the German language through communication modes that mirror real-life interactions within the diverse cultures of the German-speaking world. Students will engage in a variety of in-class activities and homework assignments that emphasize listening, reading, writing, and speaking in German.

Through engaging in interpersonal, interpretive, and presentational communication in German, students will not only strengthen their language skills but also delve into the ideas, values, beliefs, and cultural nuances of German-speaking countries. This holistic approach will help students understand the interplay of these cultural elements and prepare them to be responsible global citizens.

Course Goals

German 1134 will get you started developing the four major language skills of listening, speaking, reading, and writing in a cultural context. GERM 1134 will cover chapters 1-4 and will provide you with an expanding set of vocabulary and grammar, as well as cultural knowledge, so that you will feel comfortable conversing in German about a wide range of topics, including your family, your

studies, your likes and dislikes, your hobbies, and even historical events. You will learn to interpret German language texts from a variety of sources and enhance your knowledge of cultural differences and similarities between German-speaking countries and your own. The following course objectives of this course corresponds to the Level A1 (Beginner) of the Common European Framework of Reference for Languages (CEFR), a widely accepted European standard for language proficiency.

Basic Communication:

Develop the ability to introduce oneself, greet others, and engage in simple conversations in German about yourself, family, etc. Demonstrate proficiency in asking and answering common questions related to personal information, such as name, age, nationality, etc.

Vocabulary and Grammar:

Build a core vocabulary of German words and phrases.

Understand and use fundamental German grammar concepts, including articles, nouns, verbs (present tense), and basic sentence structure.

Listening Comprehension:

Comprehend and respond to spoken German at a basic level, such as understanding simple directions, ordering food in a restaurant, or following basic instructions.

Reading Skills:

Read and understand elementary texts, including short stories, advertisements, and basic news articles, with the help of a dictionary and guidance.

Writing Proficiency:

Write short paragraphs, simple messages, and short essays in German, covering topics like daily routines, personal experiences, preferences, etc.

Cultural Awareness:

Gain an understanding of German-speaking cultures, including traditions, customs, and holidays. Explore cultural differences and similarities between German-speaking countries and their own culture.

Pronunciation and Intonation:

Working towards developing clear and accurate pronunciation of German sounds, including special attention to umlauts and consonant clusters. Practice intonation patterns and stress in spoken German to improve natural-sounding speech.

Language Resources:

Learn to use language resources such as dictionaries, online language learning platforms effectively to aid in language acquisition.

Real-Life Application:

Encourage students to apply their language skills in real-life situations, such as ordering food at a German restaurant, shopping, or interacting with German-speaking individuals in their community or online.

Interpersonal Skills:

Promote collaborative learning through group activities, discussions, and partner work to enhance interpersonal communication skills in German.

Self-Assessment and Goal Setting:

Encourage students to set personal language learning goals and regularly reflect on their progress, fostering autonomy in language learning.

Core Objectives and Assessment

Core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment tool that incorporates all required core objectives is used for assessment rather than objective specific assessment tools. This global assessment tool is called a **Personal Reflection Assignment** for Assessment of Core Curriculum Objectives and will be written by students at the end of the course. Core objectives:

Critical Thinking:

Students will respond in the target language orally and in writing to questions and/or topics based upon in-class readings, presentations, and/or out-of-class assignments that require students to extract information, analyze and evaluate information, draw conclusions, and/or form opinions on the topic. Students will inquire, analyze, evaluate and synthesize information from various resources available in the target language on a cultural topic of his/her choosing to be presented in a variety of modes to the instructor and/or class (e.g. art work, presentations, theatrical works, essays, music)

Communication Skills:

Students will demonstrate ability to effectively use memorized vocabulary, high-frequency expressions, accurate grammatical usage and idiomatic expressions in the target language to effectively develop, interpret and express ideas orally and in writing with culturally appropriate sensitivity. Students will demonstrate effective interpretation of memorized vocabulary, high-frequency expressions, grammatical usage and idiomatic expression in the target language both orally and in print through the use of culturally-bound print and multi-media.

Personal Responsibility:

Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making by writing a personal reflection essay on a specific cultural topic that presents an ethical dilemma or issue for resolution. In their personal reflection essay, students will identify their core beliefs and the origins of those core beliefs, recognize complex ethical issues and

relationships between issues, state a position on an ethical issue and connect their position to implied actions and consequences.

Social Responsibility:

Students will demonstrate intercultural competence and knowledge of civic responsibility as demonstrated in the connections or comparisons made by the student between his/her own culture and the target culture. Students are encouraged to demonstrate intercultural competence and knowledge of civic responsibility by volunteering in the local, regional, national or global German-speaking community through the service projects of the MSU German Club, and/or another campus or community organization.

Career Readiness Competencies

By engaging in this course, you will work towards Career Readiness Competencies (from the National Association of Colleges and Employers) and being able to articulate how they relate to your language learning:

I. Communication:

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

II. Critical thinking:

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

III. Equity and Inclusion:

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

IV. Leadership:

Recognize and capitalize on personal and team strengths to achieve organizational goals.

V. Professionalism:

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

VI. Teamwork:

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

VII. Technology:

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Language Learning Strategies

Research shows that successful language learning involves these things.

Self-motivation:

Set some realistic, personal goals for yourself. What would you like to **do** with German after this semester? After a year? Maybe you'd like to travel to Berlin, read a German play or keep up with the German news to impress your future employer. Having concrete goals will keep you motivated and make your work more meaningful. This also means being **resourceful**, and finding the tools **you** need to succeed. There are as many resources as you are willing to locate.

Strategizing:

Now that you have goals, make a plan to meet them. Setting aside time for **daily** practice makes your work much more efficient and effective.

Taking risks and making mistakes:

Speak up in class! Do your homework **without** looking at your notes! Language learning is error driven. When you make mistakes and learn from them, the information is significantly more likely to stick.

Seeking feedback:

Being proactive and taking charge of your progress makes learning more meaningful. Take advantage of office hours and tutoring.

Practicing out loud:

Not just in class, but when you're doing homework. Or even when doing listening activities, listening to music, or watching a TV show--repeat the things you hear! Language is music and you **can** train your ear to it.

Practicing empathy:

Learning to speak a new language requires you, to some extent, to step outside of your own head and adopt new ways of speaking and thinking. You'll need to make sounds you've maybe never made before, and mimic strangers. You'll learn ways of describing the world and expressing yourself that are very different from what you are used to. It is common to feel awkward, or even dismissive or judgmental of these new experiences ("that sounds weird," "I feel weird saying that," etc.). To truly progress, you need to fully embrace these new ways of thinking and speaking. This is also a **fundamental** component of intercultural competency--understanding and being able to interact successfully with people of other cultures.

Identifying with target cultures:

This is another way of making your work meaningful to you. Invest yourself in learning about intersections between German and German speaking countries' cultures and your own interests. Are you a film buff? Wow is there a world of German cinema you should really know about. Discover German musicians, writers, artists, graphic novelists, etc. Read up on the turbulence of

contemporary German politics. This is good for your broader education, and it will help you in your German language studies as well.

Textbook & Instructional Materials

No textbook purchase required. Online textbook is available free of charge. Link for the online textbook, excerpts, and texts are located on D2L. Chromebooks are not recommended as they will not work with D2L.

Study Hours and Tutoring Assistance

For each lesson you can expect approximately **one and a half hours of homework/studying**. Sometimes it is more, sometimes less. German tutoring is available at the Office of Tutoring and Academic Support Programs (TASP) located in the Muffet Library.

***NOTE:** As per The Code of Federal Regulations (CFR Title 34, Part 600.2), "a credit hour is an amount of work [...that] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester."

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Academic Honesty

Plagiarism and cheating are serious offenses. Submitting writings, homework, presentations, etc., done by others, in part or wholly, without proper credit to the originators constitutes plagiarism. Additionally, receiving any unauthorized help in written and oral tests and assignments is considered cheating. Cheating and engaging in plagiarism will result in receiving no credit on the assignment.

Examples of cheating (Do NOT do these!)	Examples of appropriate resourcefulness (Do these things!)
Copying another student's work	Form study groups with classmates, help each other with brainstorming and editing
Using AI to write your work for you or to complete edits for you	Use AI to brainstorm ideas or even ask for general feedback, as long as it is not doing your work for you.

Examples of cheating (Do NOT do these!)	Examples of appropriate resourcefulness (Do these things!)
Using any form of online translator (e.g. Google Translate) is also a form of cheating. If you are NOT creating the language by yourself with what you are learning, it is not YOUR work.	Consult a dictionary for single words, expressions, and conjugations. If you are having difficulty putting a sentence together, simplify what you are trying to say!
Having a native speaker, tutor, or other student write your work for you	Seek feedback or guidance from native speakers, tutors, or other students. Be sure to mention that you did this in your assignments.

Grading

Course Grade: The following components make up the course grade. The number of quizzes and graded homework assignments will vary according to the discretion of the instructor.

Table 1:

Assignments	% of Course Grade
Quizzes	10
Homework	15
Chapter (Kapitel) Tests	30
Classwork: Participation and Attendance	10
Essays in German	5
vhs-Lerportal	10
Presentation	5
Comprehensive Final Exam	15
Total Points	100

Table 2: Total points for final grade.

Grade	Percentage
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Midterm Progress Report

In order to help students, keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the

semester. Students earning below a C at the midway point should meet with the instructor and/or take advantage of tutoring options.

Homework

You will be responsible for all material included in the course schedule (D2L) as well as any additional homework assignments given. Completing the assigned reading, activities, and grammar homework prior to every class will increase your comprehension of the material and leave more time to practice speaking German during class. This regular practice is designed to help prepare you for class and to increase your retention of the culture, vocabulary, and grammar we are covering.

You will be asked to complete six basic types of homework assignments for German 1134 all located on D2L:

1. **Lesen (Read):** In preparation for class, you are responsible for reading assignments on D2L. These should be completed before class on the day, and you should bring any questions that you have about what you read/watched to class.
2. **Lernen (Study):** Study and take the practice quiz on quizlet. These practice quizzes on quizlet may be taken multiple times, unless noted otherwise.
3. **Üben (Practice):** Complete these practices on D2L or other online websites.
4. **Schreiben (Writing):** Complete assignments from D2L on a separate paper and submit the paper in class.
5. **vhs-Lerportal:** You will sign up for the free online vhs-Lernportal, where you will complete assigned activities.
6. **100-Word Essays:** You will be assigned short essays of at least 100 words, which must include the **word count** and be **typed, double-spaced**, and turned in during class as a hard copy, as listed in the course schedule. Essays will be graded for both content and language/grammar.

You may be given other type of homework, such as a **handout**. You are expected to complete all assignments carefully. However, part of learning a language means making mistakes. If you complete your homework in a timely and conscientious manner you will receive a high homework grade for completion. If you do not understand the expectations for a specific assignment, it is your responsibility to ask for clarification before the due date.

Quizzes

There will be regular 5-7 min.-long quizzes, as announced as on D2L or in class, in which you will show how you have mastered the material of the previous day(s). Quizzes may **not** be made up unless students can provide appropriate documentation for their absences (medical or university duty).

Chapter (Kapitel) Exams

There will be **three** chapter tests. They will be administered on the dates announced. Tests will cover the material in individual chapters and will build upon previously discussed material. No unit tests will be made up without a valid medical excuse. You must e-mail me before the exam is administered, or at least right after the test. If you miss a test and are not properly excused, your grade is calculated as 0.

Presentation

You will need to give a short presentation (2-3 minutes) in German language. You must create a PowerPoint presentation. You will present your project during class. You will introduce yourself and your family. More detailed requirements will be given in class.

Extra Credit

No extra credit assignments are given to individuals that are not offered to the entire class. All extra credit assignments will be offered at the discretion of the instructor.

Comprehensive Final Exam

The comprehensive final exam covers all materials studied during the course. The exam consists of a listening comprehension, fill in the blanks, and/or true false portion and a written answer portion. The Final Exam contributes 15% to the final course grade. The Final Exam for this course is scheduled for **Saturday, December 07, 2024, at 10:30 am-12:30pm**. Location: TBA

Late Work

Late submissions will not be accepted unless due to emergency or university approved absence.

Make Up Work/Tests

Students may make up missed tests, quizzes, and essays only with a valid medical or university excuse within one week of the missed quiz, essay or test. If you know you will miss an exam due to an official university function, please make arrangements with your instructor prior to the absence and as soon as possible. If you are absent from an exam, you must present documented proof of illness or university activity to your instructor before an early or make-up exam will be scheduled.

Important Dates

Last day for term schedule changes: August 26-29, 2024 [Academic Calendar](#).
Deadline to file for graduation: September 23, 2024 [Academic Calendar](#).
Last Day to drop with a grade of "W:" November 25, 2024 [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of

communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Instructor Class Policies

Please be polite to your instructor and fellow students. Pay attention to the instructor and to your fellow students when they are speaking. Do not engage your classmates in conversation in English during class. No food or drinks, except for water, are allowed in our classrooms. expectations etc.

Email Policies

I will check email daily Monday through Friday and will make every effort to answer you within 24 hours. On the weekend, however, I might not be able to answer as quickly. Please make sure that you adhere to common rules of courtesy such as addressing me by name/title (Dr. Gagum), proofing spelling, and signing your name at the end of the email.

Name/ Pronoun Policy

Learning a foreign language requires an interactive classroom environment. Therefore, it is important that we strive to make the classroom a respectful and inclusive place. If you feel comfortable doing so, you are encouraged to let me know during the first week of class what name you prefer to be called and if you prefer the use of masculine, feminine, or gender neutral pronouns. These preferences can be applied just to your interactions with me or to all of your in-class interactions with your peers.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer

semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university

campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit

<https://msutexas.edu/titleix/>

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Dates	Kapitel	Topics
Week 1-3	Kapitel 1	Hallo und herzlich willkommen!
Thursday, September 12, 2024	Exam Kapitel 1	
Week 4-7	Kapitel 2	Mit Familie und Freunde
Thursday, October 10, 2024	Exam Kapitel 2	
Week 8-11	Kapitel 3	Freizeit
Thursday, November 7, 2024	Exam Kapitel 3	
Week 12-15	Kapitel 4	Das ganze Jahr
Week 16	Kapitel 1-4	Presentation Review for final exam Kapitel 1-4
Saturday, December, 9, 2024 at 10:30 am- 12:30pm	Final Comprehensive Exam Location: TBA	Kapitel 1-4