

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2020-21 GERM 317 A1: *Teaching German as a Foreign Language*  
(Fall Term: Remote Delivery)**

Instructor: Dr. Claudia Kost Time: M, W, F 2:00-2:50pm  
Office: remote  
Office Hours: M, W 1-2pm and by appointment  
E-Mail: [ckost@ualberta.ca](mailto:ckost@ualberta.ca)

**Bachelor of Arts / Major in Modern Languages and Cultural Studies:**

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

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**Course Prerequisites and Placement:** Corequisite: German 303 or consent of the instructor. It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

For questions about higher level German courses or the German program, please contact the German Undergraduate Academic Advisor Dr. Claudia Kost ([ckost@ualberta.ca](mailto:ckost@ualberta.ca)).

**Technology Requirements (minimum):** It is your responsibility as a student to ensure that you have the appropriate technology for the course. Please check out the university's requirements for remote learning: <https://www.ualberta.ca/information-services-and-technology/services/software-hardware-vendors/technology-requirements.html>

In order to participate in German 317 this fall, you need a computer/laptop/tablet with Internet access, a microphone and a camera for participation in class.

**Experiential Learning Component**

this course has a significant experiential learning component (15% or more of the course grade)

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

**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

**Course Description, Objectives and Expected Learning Outcomes:** This course introduces students to a variety of topics related to teaching German as a second/foreign language. Topics cover teaching methods, lesson planning, development of materials and activities, teaching the four skills (speaking, listening, reading, and writing) and language aspects (vocabulary, grammar), culture, as well as assessment. In addition to discussing and critically reflecting on these topics from a theoretical standpoint, students will have opportunities to practically apply the concepts discussed and design their own classroom teaching materials for various language skills.

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

- critically reflect on their second language learning experiences
- identify and compare aspects of major teaching methods
- identify and discuss principles of communicative and task-based language teaching
- evaluate and critique teaching materials and activities
- design activities and tasks for language teaching

**Course Format:** The learning outcomes for this course will be achieved through a combination of instructor-led presentations, group- and pair-work, readings and other audiovisual materials.

**Texts:** We will use a collection of articles available online (library) and on eClass.

**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.

**Additional Course Fees**

Yes  No

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

First Day of Class: September 1, 2020

Add/Delete Date: September 15, 2020

50% Withdrawal Date: October 2, 2020

Fall Term Reading Week: November 9-13, 2020

Withdrawal Date: November 30, 2020

Last Day of Class: December 7, 2020

**Components of Course Grade (see “Explanatory Notes”):**

Participation/Attendance: 10% (ongoing)

eClass Discussion Forums: 25% (ongoing)

Choice of: Online Module Summary/Reflection  
or Textbook Ideas 10% (due: Nov. 3, 2020)

Course Project: 55%

Classroom Activity: 10% (due: Oct. 15, 2020)

Lesson Plan: 10% (due: Oct. 22, 2020)

Culture Workshops: 10% (due: Nov. 16-20, 2020)

Teaching Unit: 25% (due: Dec. 10, 2020)

**Explanatory Notes on Assignments:**

**Participation/Attendance (10%):** Regular attendance and participation in class discussions and activities is an assumed pre-requisite for completing the course satisfactorily. This is true whether we meet in a physical room or remotely like this Fall term. For German 317, this means we will have a mixture of synchronous meetings (via Zoom video conferencing) and asynchronous meetings where you work on assignments independently (e.g., forum discussions on eClass). During the video conferencing sessions, you are expected to participate just like in a regular classroom: interacting with your classmates and the instructor, doing a variety of activities. You will need a microphone so that everyone can hear you and we also encourage you to switch on your camera (because nobody wants to talk to a black screen 😊).

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. In-class participation includes not only evidence of individual preparation and attention, but also contributing to group work. You are also expected to attend class regularly and punctually. If you must miss a class, contact another student (or the instructor) to find out what you missed. It is your responsibility to make up work and learn the material for classes you miss. For more detail, please consult the section *Attendance, Absences, and Missed Grade Components* below.

**eClass Discussion Forums (in German) (25%):** We will discuss most of the assigned readings first on an eClass forum, to be followed by an in-class discussion. The eClass discussion forums are intended to help you understand or ask questions about course readings as well as explore connections between course materials and your own personal experience as they relate to language learning or language teaching.

You will also be asked to comment on your classmates' forum entries. You are not supposed to comment on the language used, but on the thoughts and ideas that your classmates discuss. The discussion forums will not be graded on linguistic accuracy, but rather on the breadth and depth of your reflections and your ability to connect the materials in class to your experiences outside the classroom.

**Choice of Online Module Summary/Reflection or Textbook Ideas (in German) (10%):**

- **Online Module Summary/Reflection:** You will work through one module of your choice from the Foreign Language Teaching Methods online course at the University of Texas, Austin: <http://www.coerll.utexas.edu/methods/>. Write a 2-3 page summary of the main points and a reflection on what you learned. Your choices are: Language (Pragmatics), Language (Culture), Classroom (The Language Learner), Classroom (Classroom Management), Classroom (Technology), or Classroom (Assessment).
- **Or Textbook Ideas:** You will browse through the e-textbook *Willkommen: Deutsch für alle* (<https://openeducationalberta.ca/willkommen-deutsch/>) which we use in our first year German language classes. Give some feedback on the structure and content of the e-textbook (1 page), taking into consideration what you have learned so far in this course about second language acquisition and teaching practices. Then come up with topics (content topics, grammatical structures, etc.) that would be useful for a second-year textbook (based on what has already been covered in the first year), and support those ideas with your knowledge about teaching practices (ca. 2 pages).

**Course Project (55%):** The course project consists of several scaffolded assignments, leading to the Teaching Unit due at the end of the semester. This allows you to receive feedback and make improvements while you progress through the various assignments.

**Classroom Activity (10%):** You will create your own classroom activity (i.e. something that is not in a textbook) for a 200-level German language class (either speaking, listening, reading, or writing). 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 200-level German language class, demonstrating that you know the important components and the sequencing of a lesson plan.

**Culture Workshops (10%):** You will develop some ideas on teaching a cultural topic in a 200-level German language class based on our readings and discussions in class. All topics are chosen by you, but have to be cleared with me in advance. On November 16-20, 2020, you will present your ideas (including materials, outline of activities) as part of the culture workshop (ca. 10 min.). Feel free to use a PowerPoint Presentation to organize

your oral presentation visually. Try not to read off your presentation but speak as freely as possible. You may work in pairs or in a group of 3 students. If you choose to do so, all of you will receive the same grade.

**Teaching Unit (25%):**

You will create a short teaching unit, consisting of a lesson plan for two 80-minute classes at the 200-level of a German language class, including some homework assignments. You will demonstrate that you know the important components and the sequencing of a lesson plan. You need to create all the activities in your lesson plan. Feel free to adapt and build on parts of your previously submitted assignments (classroom activity, lesson plan, culture workshop) for the final project.

For the final project, you may work in pairs or in a group of 3 students. If you choose to do so, all of you will receive the same grade.

**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	%
<b>Excellent.</b> 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.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> 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.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> 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.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> 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.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

**Required Notes:**

“Policy about course outlines can be found in [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](#).

#### ***Language and Translation Courses:***

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student’s own understanding and work is therefore not reflected. Also, students in language 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 Behaviour.

#### ***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 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 [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.”

#### ***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 daily 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, GERM 317**, students are expected to attend class via video conferencing, be prepared to interact in German in a variety of situations, engage asynchronously in the forum discussions, and submit various assignments.

***Policy for Late Assignments:***

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

***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.

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!!!

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