



Arts & Social
Sciences

School of Humanities and Languages

ARTS2511, Intermediate German B Semester 2, 2014

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1. Course Staff and Contact Details

| Course Convenor, Lecturer and Tutor | | | |
|-------------------------------------|-----------------|-------|---------------------------|
| Name | Victoria Benz | Room | MB 234 |
| Phone | 93850596 | Email | Victoria.Benz@unsw.edu.au |
| Consultation Time | Wednesday 11-12 | | |

2. Course Details

| | | | |
|---------------------------|--|---|--|
| Units of Credit (UoC) | 6 | | |
| Course Description | Intermediate German B is an intermediate level German language course for students who have the equivalent knowledge of 3 semesters of German language learning. It consolidates and extends German listening, speaking, reading and writing skills through a number of different activities and topics, all in the context of culturally and socially relevant issues. A lecture on grammatical and linguistic features complements exercises, readings and discussions conducted as target - language activities in tutorials. | | |
| Course Aims | 1. | The intention of this course is to provide students a context for learning and using the German language so that they continue to develop linguistic and communicative competences at the intermediate level. | |
| | 2. | Through language study students will develop an informed understanding of experiences, cultures, societies and world views of German-speaking countries. | |
| Student Learning Outcomes | 1. | to speak, write, listen to, and read in German at intermediate level | |
| | 2. | to become engaged with topics important in the German-speaking countries | |
| | 3. | to appreciate and to critically evaluate the cultural production of the German-speaking countries | |
| | 4. | to gain a better understanding of oneself and one's environment by examining comparable socio-historical and cultural experiences in the German-speaking countries | |
| | 5. | to develop a sound understanding of topics important in the German-speaking countries and to extend an appreciation of cultural diversity | |
| Graduate Attributes | 1. | effective communication and presentation skills | |
| | 2. | analytical and critical thinking | |
| | 3. | research skills and information technology/literacy | |
| | 4. | respect for and appreciation of diversity/contribute to international community | |

3. Learning and Teaching Rationale

The lecture content is divided between the presentation of grammatical topics and the presentation of cultural material covered in the course. The textbook chosen for this course features a variety of structured grammatical, conversational and writing exercises. The book is a good reference grammar that can be used for other purposes as well, particularly for self-study and ongoing review.

Classroom discussions in German provide grammar and vocabulary to develop topics relevant to the German-speaking societies of Europe and provide opportunities for students to express themselves in relation to their own backgrounds and experiences and with regard to their socio-cultural environment. As much as possible, the vocabulary and the topics of the texts will feature in both the grammar work as well as the class tests and the written assignments.

4. Teaching Strategies

The language of instruction is predominantly German (with the exception of some explanation of grammatical features) so that students develop their listening skills. A variety of additional materials (for reading, listening and discussion) as well as different learning approaches (group presentations, group discussions, individual assignments) are used in the tutorials to provide extensive opportunities to listen to, read, speak and write in German. The communicative approach as well as contemporary and authentic texts (written or spoken) enable the students to learn a very authentic use of the German language combined with cultural and historical knowledge. The online materials provide students with explicit practice with vocabulary and grammar (morphology, syntax). Students gather and process information from a variety of paper, audio-visual and electronic sources. They use IT effectively both as a means of communication and as an aid to learning as well as to demonstrate some ability as an independent learner.

5. Course Assessment

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|------------------------|--------|--------|----------------------------|------------------------------|-------------------------|
| Reading & Responding | 45mins | 15% | 1, 2, 3, 4 | 1, 2, 4 | 18 August |
| 1 st Test | 60mins | 20% | 1, 2 | 1, 2, 4 | 10 September |
| Listening & Responding | 45mins | 15% | 1, 2, 3, 4 | 1, 2, 4 | 15 October |
| Speaking Assessment | 10mins | 15% | 1, 2, 3, 4, 5 | 1, 2, 3, 4 | 29 October |
| Weekly Review | --- | 10% | 1, 2, 3, 4, 5 | 1, 2, 4 | Throughout the semester |
| 2 nd Test | 90mins | 25% | 1, 2 | 1, 2, 4 | 22 October |

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

| Week Commencing: | Topic | Lecture Content | Tutorial/Lab Content | Readings |
|------------------|------------------------------|------------------|----------------------|-----------|
| 28 July | Rückblick A2 / Einführung B1 | Passiv/ Start B1 | --- | --- |
| 4 August | Einheit 1 | Zeitgefühl | Zeitgeschichte | Übungen 1 |
| 11 August | Einheit 2 | Alltagsprobleme | Stress im Alltag | Übungen 2 |
| 18 August | Einheit 3 | R&R-Test | Infinitiv mit zu | Übungen 3 |

| | | | | |
|--------------|-------------------------|--|---|---------------------------|
| | | Männer & Frauen | | |
| 25 August | Einheit 4 | Das Ruhrgebiet | Adjektive | Übungen 4 |
| 1 September | Einheit 5 | Schule in D | Konjunktiv// Relativpronomen | Übungen 5 |
| 8 September | Zwischenstop | Station 1 | 1 st Test | Grammatik & Evaluation |
| 15 September | Einheit 6 | Gründe nennen (wegen+Genitiv) | Prognosen (Futur) | Übungen 6 |
| 22 September | Einheit 7 | Verhaltensregeln | Konflikt- situationen | Übungen 7 |
| 29 September | Semesterpause | | | |
| 6 October | Einheit 8 | Zeitstrukturen Plusquamperfekt | Generationen unter einem Dach | Übungen 8 |
| 13 October | Einheit 9 | Andere machen lassen/ Passiv- ersatzformen | L&R-Test Relativpronomen im Genetiv | Übungen 9 |
| 20 October | Einheit 10 | Die EU/ Fragewörter | Strukturen verstehen 2 nd Test | Übungen 10 |
| 27 October | Rückblick/ Abschluss | ---- | Station 2 Speaking Assessment | ---- |

9. Course Resources

Textbook Details

Christiany, Carla / Demme, Silke / Funk, Hermann / Kuhn,
Christina / Niemann, Rita Maria / Winzer-Kiontke, Britta: studio d
studio d / B1: Gesamtband - Kurs- und Übungsbuch mit Lerner-CD
Hörtexte der Übungen (Cornelsen Verlag) ISBN: 978-3-464-20719-2

Websites

Grammar Worksheets : <http://www.nthuleen.com/teach/grammar.html>
Deutsch Lernen mit Deutsche welle: <http://www.dw.de/deutsch-lernen/s-2055>
Texte für Fortgeschrittene: <http://www.goethe.de/z/jetzt/deindex.htm>
Deutsch Perfekt: <http://www.deutsch-perfekt.com/deutsch-lernen>
Slow German: <http://www.slowgerman.com/>
SBS Radio: <http://www.sbs.com.au/yourlanguage/german>

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:
<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.