Course Expectations

Language and culture courses are collaborative. You learn a language by using it and communicating with each other every day in both spoken and written form, asking questions, exchanging information and expressing opinions. Participants in this course are expected to understand and follow the UM policy on Student Conduct and Academic Integrity as the guiding policy for how we interact with each other. Absences and/or nonparticipation by individuals have a negative effect on the learning environment for all students (and the instructor!). Please talk with your instructor as soon as you feel something (whether personal or in the class) is negatively affecting your attendance or ability to learn.

In addition to regular attendance and active participation, it is expected that you complete all assigned homework by the date due. You may anticipate up to two hours of homework for each class hour, although assignment lengths vary daily. As a student you should expect to be challenged, to struggle with ambiguity of meaning, to improve your existing academic skills as well as to develop new ones. You should expect your instructor to introduce you to new concepts, challenge you to question your cultural assumptions, encourage you to connect German language and culture to other parts of your life as well as provide clear directions, instruction and timely feedback on your progress.

Required materials

*German 1003 Sprünge*

**BRING SPRÜNGE TO CLASS EVERY DAY!**

The materials you are using consist of the course packet *Sprünge* and audio/visual resources on the course site. Activities using these materials will strengthen your ability to interpret reading and listening texts as well as express your own opinion on a variety of topics.
**U Of M Student Learning Outcomes addressed in this course**

- Understand diverse philosophies and cultures within and across societies
- Communicate effectively
- Locate and critically evaluate information
- Acquire skills for effective citizenship and life-long learning

**Content and Language Learning Objectives for German 1003**

I. **Content** - Based on the ACTFL World-Readiness Standards for Language Learners

In this course, we will investigate the following topics:

- Social Life: Where we live and what we like to do
- Travel: How, where and why we travel
- School, and then?: How young people decide what to do after high school
- Made in Germany: The success of the German economy

While not the dominant theme of the course, we will investigate how the topic of sustainability relates to each of the units. By following this common thread throughout the semester, we will consider how German perspectives regarding the environment, economic justice, and social issues are reflected in daily life.

**Cultures** - Interact with cultural competence and understanding

- I can use German to investigate, explain, and reflect on the relationship between the products, practices and perspectives of the German cultures studied

**Connections** – Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- I can build, reinforce, and expand my knowledge of other disciplines while using German to develop critical thinking and to solve problems creatively
- I can access and evaluate information and diverse perspectives that are available through German and its cultures

**Comparisons** - Develop insight into the nature of language and culture in order to interact with cultural competence

- I can use German to investigate, explain, and reflect on the concept of culture through comparisons of German cultures and my own.

**Communities** - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- I can use German both within and beyond the classroom to interact and collaborate in my community and the globalized world
- I can set goals and reflect on my progress in using German for enjoyment, enrichment, and advancement
Content and Language Learning Objectives for German 1003, cont.

II. Language - Based on the ACTFL Performance Descriptors for the Intermediate Range

Interpretive Communication:

- I can understand main ideas, some supporting details, and am beginning to make inferences from a variety of texts, such as simple stories, routine correspondence, and short descriptive texts.
- I can identify some cultural products and practices and connect them to cultural perspectives.
- I have sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics, such as self and everyday life, school, community, and particular interests.
- I can use the following strategies to comprehend texts: skim and scan; use visual support and background knowledge; predict meaning based on context or prior experience, use context clues, recognize word family roots, prefixes and suffixes.

Interpersonal Communication:

- I can understand, ask and answer a variety of questions relevant to myself and my immediate environment. I can initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- I can recognize and use some culturally appropriate vocabulary, expressions and gestures when participating in everyday interactions.
- I can understand and produce sentences and strings of sentences and be understood by those accustomed to dealing with language learners.
- I can use the following strategies to maintain communication, but not consistently: ask questions; ask for clarification; self-correct of restate when not understood; circumlocute

Presentational Communication:

- I can express my own thoughts and present information and personal preferences on topics relevant to myself and my immediate environment. I am beginning to be able to create messages on general-interest and work-related topics.
- I can use some culturally appropriate vocabulary, expressions, and gestures. I can reflect some knowledge of cultural differences related to written and spoken communication.
- I can create sentences and strings of sentences with the language and be understood by audiences accustomed to the language produced by language learners.
- I can use the following strategies to communicate and maintain audience interest: show an increasing awareness of errors and be able to self-correct; simplify; use known language to compensate for missing vocabulary; use graphic organizer; use reference resources as appropriate.
Assessment

Integrated Performance Assessment
An Integrated Performance Assessment (IPA) is designed to assess learner progress in content areas, cultural knowledge, and communication skills. The 1003 IPA consists of 4 related tasks (interpretive, interpersonal, written presentational, and spoken presentational) on a common theme. The tasks are sequenced to promote higher-order thinking processes by guiding you from understanding an authentic text to applying your newly acquired knowledge in an oral interpersonal task to creating a presentation for an audience of readers or listeners. Each of the four tasks will be assessed using a rubric and the combined score of the four tasks will account for 25% of your course grade. During the semester, you will receive detailed information about the IPA, including instructions and the grading rubrics.

Quizzes and Final Exam
There will be 4 chapter quizzes and a final exam. These quizzes will assess your knowledge of and ability to use the grammar and vocabulary emphasized in each chapter as well as comprehend main ideas and details in audio and written texts.

Essay
You will write a multi-draft formal essay to practice organizing your ideas into meaningful paragraphs consisting of both simple and complex sentences.

Oral Presentation
You will continue to develop your presentational speaking skills and understanding of German culture by researching and presenting information on a German company. You will work together with a partner and present to the rest of the class.

Sustainability Units
These units come under the rubric “Zur Diskussion” in the Sprünge course packet. You will work extensively with authentic audio, video and written texts to expand your vocabulary, investigate cultural products and practices, and compare cultural perspectives. Through the lens of sustainability, you will dig deeper into familiar themes such as travel, work, and free time activities.

Preparation and Participation
Points for preparation and participation are awarded for thoughtful completion of homework assignments and visible, audible, constructive contributions to the class both in and out of the classroom; they constitute 20% of your grade. Your instructor will determine which activities will contribute to PP points; this may vary from week to week and will not always be announced in advance. Examples of activities include written vocabulary sentences, pronunciation exercises, in-class listening activities, collaboration on in-class skits, pop-quizzes based on grammar homework, posts responding to a video, being prepared to actively discuss a reading assignment, etc. If the assignment is vocabulary or grammar exercises, complete the exercises in the book and check your answers (the answers are on your Moodle site). If you have questions, ask in class!

Attendance, Make-Up, Late Work Policy, Incomplete Policy
We are all part of a learning community that meets five times per week. The weekly syllabus and individual class activities build upon information introduced in previous class sessions. Individual progress, and partner and group work, are most successful when students attend every class. We lose valuable class time repeating information, creating new groups, or distributing materials to students who were absent. Frequent absences are disruptive to the learning community, and the consequences of this disruption may be reflected in your final grade for this course.

4 unexcused absences = .33 lower final grade, (Ex. B+ is lowered to B)
8 unexcused absences = .67 lower final grade, (Ex. B+ is lowered to B-)
10 unexcused absences = 1 lower final grade, (Ex. B+ is lowered to C+)

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Before an absence is considered excused, I may require proof of your reason for missing class. Please contact me in advance and in writing (e-mail) to arrange make-up work for excused absences. There are no make-ups for unexcused absences; late work is not accepted unless there is an excused absence.

Incompletes are rarely given in language courses. Following University Senate grading policy, an incomplete will be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course. In no event may any agreement allow a period of longer than one year to complete the course requirements.

Course Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation-preparation (homework, Moodle posts, in-class disc./writing etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (1 per chapter)</td>
<td>25%</td>
</tr>
<tr>
<td>Integrated Performance Assessment (reading, writing, interpersonal speaking, and digital project)</td>
<td>25%</td>
</tr>
<tr>
<td>Essay</td>
<td>8%</td>
</tr>
<tr>
<td>Presentation</td>
<td>6%</td>
</tr>
<tr>
<td>Sustainability Units</td>
<td>8%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

N.B. Please track your own progress by monitoring points received and retaining all assignments (such as essays, tests, and homework). You may earn up to 2% in extra credit points. Student course grades are calculated according to the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

If you receive a grade of "D," "F," or "N" in this course, you may not enroll in the next level of German courses. To enroll in Ger. 1004 you have to earn a "C-" or better in German 1003.

**UM Definition of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Achievement is outstanding relative to level necessary to meet requirements.</td>
</tr>
<tr>
<td>B</td>
<td>Achievement significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>Achievement meets the course requirements in every respect.</td>
</tr>
<tr>
<td>D</td>
<td>Worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
</tr>
</tbody>
</table>
Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/education/studentresp.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic—... If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/education/makeupwork.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/education/studentresp.
Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

• If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333 or CIS Associate Director, Jan Erickson (j-eric1@umn.edu or 612.624.9898), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

• Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

• If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course. Additional information is available on the DRC website: (UM Twin Cities - https://diversity.umn.edu/disability/) or e-mail (UM Twin Cities - drc@umn.edu) with questions.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".