

## Advanced German

GERM-3003 (3 credits)

### Vienna, Budapest, and Belgrade: Comparative European Perspectives on Conflict and Democracy

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Description

This course seeks to provide students with an in-depth access to the host culture and enable participation in daily social life. Students will develop their conversation and comprehension skills, as well as deepen their understanding of German idiom and culture.

With a focus on communicative competence and linguistic functional ability, the lessons cover grammar, vocabulary, and pronunciation as well as skills in speaking, listening, reading, and writing. Instructors adapt the content of the courses to students' needs in order to develop increasing fluency in a short period of time.

Instructors use a wide variety of materials and exercises, including authentic recorded material, role-plays, field exercises, newspapers and magazines, in addition to a German grammar book.

#### Learning Outcomes

The *Advanced German* course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Implement vocabulary and pronunciation skills by verbally interacting in situations that students may encounter while living in a German-speaking country (describe their family, the place where they live, their professional activity and hobbies).
- Demonstrate the ability to enter into conversations, including the use of more sophisticated grammar and vocabulary.
- Comprehend the main points of clear standard speech on familiar matters regularly encountered.
- Prepare intermediate texts (business emails, thank you letters, descriptive texts, reflective pieces)
- Comprehend subject-specific as well as general texts.

#### Language of Instruction

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This course is conducted entirely in German.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

### **Course Schedule:**

Students will attend German classes two to three afternoons a week during the program. Classes are attended by SIT students only. Students will regularly be assigned homework to complement and practice what has been studied in class.

### **Required Texts:**

### **Assignments and Evaluation**

#### Description of Assignments:

1. Written Exam: grammar, listening and reading comprehension, written production; questions are multiple choice and short answer.
2. Oral Exam: 10-minute exam with 2 German teachers, assessing fluency, vocabulary, use of structures learned in class and improvement
3. In-class quizzes: short quizzes corresponding to topics studied in class
4. Homework: completion of exercises
5. Participation: questions and participation in oral exercises, motivation

#### Assessment:

|                  |     |
|------------------|-----|
| Written exam     | 40% |
| Oral exam        | 30% |
| In-class quizzes | 10% |
| Homework         | 10% |
| Participation    | 10% |

### **Grading Scale**

The grading scale for all classes is as follows:

|          |    |
|----------|----|
| 94-100%  | A  |
| 90-93%   | A- |
| 87-89%   | B+ |
| 84-86%   | B  |
| 80-83%   | B- |
| 77-79%   | C+ |
| 74-76%   | C  |
| 70-73%   | C- |
| 67-69%   | D+ |
| 64-66%   | D  |
| below 64 | F  |

### Expectations and Policies

- Show up prepared. Be on time; have your homework completed and points in mind for discussion or clarification.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class.
- Comply with academic integrity policies as specified in the SIT Study Abroad Student Handbook: <http://studyabroad.sit.edu/documents/studyabroad/Student-Handbook.pdf>
- Respect differences of opinion (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

### SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

**Please note that the syllabus, course content, lecturers, and readings may be modified by the academic director in order to better suit the needs of the course and its participants.** Should any change of class topics or lecturers be necessary, students will be promptly notified.