Welcome to German 1401. For whatever reason you have chosen to be here, you are about to begin learning one of the great European languages, the language of some of the greatest works of literature, some of the most influential philosophical theories, and some of the most powerful songs and operas in existence. This is the language of Bach, Wagner, Schubert, Beethoven, and Mozart; of Kant, Nietzsche, and Schopenhauer; of Goethe, Schiller, and Kafka. But it is also one of the main languages of the European Union, and is important in business transactions across the world. This is the language used in the headquarters of BMW, Volkswagen, Mercedes Benz, Braun, Hoechst etc. It is also the language you will want to be able to speak if you ever decide to visit central Europe: Munich, Vienna, Zürich, Berlin, Dresden, the Alps, and it will help you in Prague. If you are interested in history, you can study the force of propaganda by listening to a Hitler speech in the original; or if you are interested in psychology you can read Freud; or if you are in music, you can add feeling to your Lieder if you understand what you are singing. Much of the important research in science and religion is taking place in German, and if you should decide to go on to graduate school in these subjects (and others), a knowledge of German will be required.

So why not start now. This is a class for complete beginners, so almost everyone will be at the same level, with no background. The course is built around you. If you have had a little German already, be patient. We will have passed what you normally do in two years of high school within the first six weeks. Use the time well to review, and don’t be left behind. You are valuable, because the beginning students can use you as an example. If you have had more than two years of high-school German, please see me on an individual basis to decide what we should do. There are other options you may not know about which might make better sense to you. Everyone who has had German should have completed a placement test. If you have not, please do so.

I. Goals and Objectives.
The goals of this class are:
   a. to be able to communicate in German at a “journeyman” level.
   b. to be able to form reasonably correct German sentences with an understanding of case system, verb system, adverbs and adjectives, prepositions, and word order rules.
   c. to be able to understand simple written German texts.
   d. to be able to understand simple spoken German with communication in mind.
   e. to have a basic understanding of the particular cultural context of Germany, Austria, and Switzerland.

III. Requirements for this course:

1. Widmaier and Widmaier, Treffpunkt Deutsch, 4th ed. Please bring this text to class every day. You will also need tapes of the CDs that go with the book (introductory chapter and chapters 1-5). Go to the Language Acquisition Center (third floor of Draper) and make arrangements to buy them ($2 for each tape, I think). If you get a copy from a friend, make sure the copy is a very good one. I cannot make allowances for bad tapes. Or else you may work completely in the LAC.

2. Arbeitsbuch (workbook) to Treffpunkt Deutsch, 4th ed. You will use this book at home.

Other needs: loose-leaf binder for all work in this class

Grade determination: Here’s how your work will be evaluated.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work</td>
<td>40%</td>
<td>90-100 = A</td>
</tr>
<tr>
<td></td>
<td>(Homework 15%)</td>
<td>86-89 = B+</td>
</tr>
<tr>
<td></td>
<td>(Quizzes 15%)</td>
<td>80-85 = B</td>
</tr>
<tr>
<td></td>
<td>(participation 10%)</td>
<td>76-79 = C+</td>
</tr>
<tr>
<td>Tests</td>
<td>40%</td>
<td>70-75 = C</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
<td>60-69 = D</td>
</tr>
</tbody>
</table>

Organization of the class:

The class will be organized around the following three concepts:
   --investigation
   --practice
investigation: in class, we will be looking into new aspects of the German language and vocabulary together.

practice: happens at home. You will review what was done in class until you understand. Only then will you complete any homework exercises on the Lehrplan, learn vocabulary, do workbook exs, use the tapes etc.

consolidation: takes place in the classroom the next day. The language point will be practiced in context.

As you can see, it is imperative that you always go through the practice step at home, so that the class system can work.

Homework:

--I always give my students a detailed Lehrplan (schedule) with most of the homework already set out. However, I have to reserve the right to modify the homework in any way necessary to the well-being of the class. I will be dividing you into work groups, so that you know whom to call in case of absence.

--Your own practice schedule (homework) should look like this (approx.)

   --Review of work done that day in class (with workbook exs. and tape work perhaps). Review, too, of vocab learned yesterday.
   --Learning of new vocabulary: This should take place at least three to four times per day for 10 minutes at a time. Do not try to learn all vocab. at once.
   --Any other homework assigned: an essay, listening work etc.

--For each chapter you will have several "floating" homework assignments to keep track of, each of which will be due in on the day of the test.

1. WORKBOOK EXS. You may do this in one of two ways:
   a. You can review the lesson and then use your workbook as a self-test right away.
   b. or, you can leave the workbook until a couple of days before the test and use the assignments as a practice test. Leave enough time, however!!

You must correct your own answers from the photocopy I will give you (don’t peek too early!) in a different colored ink (no erasing wrong answers), and then give it to me on test day. I will spot check it. If you
do all the exercises asked (you may of course do more) and correct them all, you will get full points for that chapter. It’s a good deal! Also, having 0s in homework will have a negative effect on your grade.

2. LISTENING EXS. Also in the workbook. Again due on day of test. Again, the answers are on the photocopy.

--In the interests of fairness to the rest of the class, I cannot accept homework late. If you forget your work, it is your responsibility to put it under my door before 3:00 on the day it is due, or on the day you return to class if you have been absent. If homework was corrected in class, you will not be able to get the grade, just as the others did not.

--Put your name, the date, and assignment title on all homework. Especially remember to put your name prominently on your workbook.

--Use a loose leaf ring binder to collect all homework assignments and handouts. This will facilitate your review.

--I will drop the lowest homework grade at the end of the semester.

**Participation:**

--The Department of Modern Foreign Languages has an attendance policy that is even stricter than the rest of the university. If you miss more than 20% of class time (15 class periods in my classes) you will have automatically failed yourself in the course, regardless of the quality of your work. All absences, even those for illness or for university business are included in this rule. Part of my duty to the university is to take role every day, so that those students who have difficulty making class can be helped in time. Even if you do not see me do it, take it for granted.

--Treat this class as you would any other laboratory class. Learning to speak and understand German is our goal. Apart from coming as often as you can to class, make the best use of class time by participating intelligently in all class activities, and by coming to class prepared at all time. You may have four absences and still get an A for participation (all other factors being good), since I consider this only human. However, any more than that will have an effect on your participation grade, which I note down every day. Other factors that adversely affect your learning are habitual lateness, lack of attention, or an unwillingness to deal with class work. These factors will also lower your participation grade. I will be always willing to discuss your participation with
you. If you don’t feel able to participate in class on any given day (for good reason), let me know before class so that I do not embarrass you.

--Participation is graded as follows:
3 pts = participated well and/or was well prepared
2 pts = participated and/or was prepared for the most part.
1 pt = present but no participation because of lack of preparation or attitude problems.
0 pts = absent

**Quizzes:**
My former students have told me that frequent short quizzes are annoying but essential for helping you to keep up with your work. These will seldom take more than a few minutes. The best strategy is to do your homework. Since these are not formal tests and since there will be plenty of them, no make-ups are given. These quizzes will always be given at the beginning of class. If you are late, you will miss it. I will drop your four lowest quiz grades at the end of the semester.

**Tests:**
There will be five (5) 50-minute tests, each covering one chapter. Test dates will be noted on the schedule. There will be no make-up tests without a very good excuse (again in the interests of fairness), and these make-ups will have to take place in my office as soon as you return to class. You must make arrangements with me as soon as possible for special treatment. If I do not know why you did not turn up or when you will return, I will have to return the tests to the class, and you will not be able to make it up. It is your responsibility to keep in touch.

**Final exam:**
The final exam is cumulative: i.e. it will test how well you can use what you have learned throughout the course. I will discuss the final in good time.

**Other matters**
--The LAC is located on the third floor of Draper. Use it regularly to increase your fluency. I will be handing out a list of all software available for student use. Enjoy!

-- Work regularly, indeed every day, on your language. Taking a weekend off may mean twice as much work on Monday just to keep up. No one can learn all the necessary vocabulary in one sitting.

--Vocabulary learning can be painless if you follow a few simple strategies:
   1. Carry a photocopy of the vocab page with you, or make flashcards and carry them with you at all times.
2. Take just 10 minutes at least four times a day to look at the vocab. This will mean the words will stick.
3. Listen to your audio tapes as often as you can.
4. Use my color and placement method (needed: one notebook).

-- Learn the value of memorization: Knowing simple vocabulary and patterns off by heart will free up your mind for more complicated structures.

-- Do all your work in a loose leaf binder: This allows you to insert handouts into the appropriate places, hand in homework when asked and replace it when corrected, and review everything you have done in sequence. This will make the final exam revision much easier.

-- Keep a smallish notebook handy (or designate special pages in your binder) for jotting down words and phrases that may not be required as active vocabulary, but you think might be useful in essays and oral exams. This extra work may only take a couple of minutes to complete each day and it may take another couple of minutes to learn to recognize the words and phrases, but it will make all the difference in your ability to read German.

-- Try out many strategies for learning and practicing German: Make flashcards for vocabulary, write out words repeatedly, drill other people on grammar and have them drill you, make use of your workgroup, use your tapes, go do the listening exs at the language lab, access the Treffpunkt web site. The more strategies you have, the easier you will learn. Also, come to Kaffeestunde as often as you can.

-- If you are a student with a disability, please see me early in the semester so that we can discuss your individual needs for accommodations.

-- There will more than likely be a tutorial service (free!) offered by the department. Sign up on the door to the German lounge (OM200) as soon as we know who is in charge.

-- Take responsibility for your own work. Not only is cheating or helping someone else cheat a matter for the honor council, it means that you will not learn anything in this class, or will be allowing someone else to sail through without doing the work.

-- Do not leave seeking help for problems until just before an exam. First, review your study habits and ask yourself if simply going over a chapter one more time might help. Then take advantage of your colleagues. Perhaps talking it out would help you understand. If these strategies do not work, come and see me in my office hours. I will be happy to help you with your problem. However, please remember that I do have a lot of students to see, so please try to be patient and considerate.

-- Finally: take responsibility for your own performance. You can expect from me the following things: that I treat you with respect, that I do my best to be fair in the classroom and in my grading, and that I try to make my explanations and assignments as meaningful as possible. I expect from you in return the same respect, not only towards myself, but also towards your fellow students, a positive attitude towards the work, and a willingness to stretch your abilities beyond the simply comfortable. I understand occasional lapses, down times, and crises, but I will not tolerate sloppy work or rudeness towards myself or another student, just as you would not tolerate such things from me. And remember: you alone are responsible for how much you learn and thus how well you do. Simply turning up will not guarantee an A.

Things I consider rude include the following:
- Talking while someone else is talking (including me).
- Habitual and excessive tardiness.
- Chewing gum in class (you cannot speak well with your mouth full).
- Completing homework in class unless directed to do so.
- Reading personal reading matter in class (e.g. newspaper)

Having said that, I’m sure it will not be necessary to enforce these guidelines (at least more than once). I’m looking forward to a good semester.