

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: FLABS COLLEGE: CAS  
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1. Subject Code, Number, and Title: GERN443 German Syntax and Advanced Composition
2. Credit Hours 3
3. Course Description: Builds on the foundation in written expression acquired in GERN343. Intensive vocabulary and idiomatic writing treatment of the more complex structural features of German, and stylistics. Frequent assignments increase the student's ability to write for a variety of purposes.  
*Prereq: GERN343/344 or department permission*
4. This course is (check one):
  - an existing course with no revisions (need not go through the input system)
  - an existing course with revisions (attach this form to Request for Course Revision form)
  - a new course (attach this form to Request for New Course form)
5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
  - Effective Communication**
  - Quantitative Reasoning (*QR designation*)**
  - Writing Intensive (*WI designation*)**
  - Perspectives on a Diverse World**
    - Global Awareness
    - U.S. Diversity
  - Knowledge of the Disciplines**
    - Arts
    - Humanities
    - Science
    - Social Science
  - Learning Beyond the Classroom (*LBC designation*)**
    - Self and Well Being

- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. *Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.*

It is a University requirement, that all students must complete an upper-level Writing-Intensive course (300/400 level) connected to their major (3 credits or equivalent). German 443 meets the requirement of an upper-level Writing-Intensive course and it builds on the ENGL 121 and German 343, as well as other courses of German that focus on writing in the German language.

German is a highly inflected language depending on case, gender, and number. It is important to repeatedly practice these morphological structures in a process-oriented manner through intensive writing for a successful outcome. German 443 is the most advanced course in the German program that focuses on grammar and syntax and it is writing intensive. Besides 8 short, in-class writing exercises (discussion report, a news report, a comparison, a grammar explanation, a description of a character, a location, and an illustration, questions to analyze original Brothers' Grimm Fairy Tales for class mates), students write in different style conventions: formal and informal letters, research a fairy tale and do a presentation on the research results (issues of origin and history, editorial process, film adaptations, etc.), and write a critique of a literary piece. These assignments undergo several processes of drafts, corrections, peer review and rewrites for their classmates. Students also learn how to take notes in the target language for presentations and how to effectively summarize written and oral texts. They also write creatively, such as a new ending to an analyzed fairy tale and a final project which is their own fairy tale that must include universal fairy tale motives, human and animal protagonists, symbols, a transformation, oppositions, a miracle, a conflict situation, and the solving of a problem. On the structural level this final project must be written in the past tense, include forms of imperatives, a high number of adjectives (in different cases and gender), and include complex sentences (in order to practice syntactical rules).

7. *Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.*

a) In this writing-intensive course, the General Education outcomes will be met by:

**Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in the discipline.**

For each writing assignment, students have to read selected texts to familiarize themselves with a particular type of writing: a selection of prose and literary texts (e.g. some of the 200 Brothers' Grimm Fairy Tales, critical essays and scholarly papers, journalistic articles, (auto) biographies, letters, web pages, narratives, reports, poems,

advertisings, etc.) Different genres of German texts and their characteristics are discussed and analyzed (style, vocabulary, sentence structure, etc.) in class (partner and group work). After learning how to read in another language on an advanced level without looking up unfamiliar words in a dictionary by extracting cognates, scanning, and guessing, the students write short paragraphs in class about the findings of this exercise using the newly encountered vocabulary, phrases, and grammatical structures.

They learn how to identify what makes a writing sample successful: use of appropriate and accurate language, use of timely transitions, use of a particular style (journalistic, fictional, etc.) Students use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within the disciplinary context, with the help of a “Self-Diagnosis of Writing Goals and Grammar Checks” with 10 points specific to the German language: “Wie schreibt man gut” (How to write well) including purpose, audience, genre, objectivity versus subjectivity, theme and content, word selection, grammar and syntax, orthography and punctuation, and elements of style.

In foreign language courses, students are directed to write for both grammatical and syntactic correctness, and form and style. Compositions can be exploratory essays, personal narratives, letters, newspaper articles, fictional writing, and fables or myths. They submit a first draft which is annotated by the instructor with suggestions on language correctness, and form and style. They must then rewrite their compositions and resubmit it for a final grade. While in lower level foreign language courses, students generally write summaries or subjective essays or answer questions about a read text thus enforcing using newly learned vocabulary and grammar, more advanced students write for an audience and a purpose and they actively analyze a text and participate in an exchange of ideas with classmates and the instructor before writing new and critical perspectives and narratives. Every week, students have a conducive, in-class writing exercise where they have to write quickly and informatively so that a native speaker can understand the text. In the longer homework assignment students will have to write based on research, new information, and/or comparatively as well as for accuracy and style. They also have to write creatively (a new fairy tale). Process oriented writings include three critical essays based on the readings of several fairy tales including social, political, and moral dilemmas. Advanced writing reflects critical thinking, problem solving, and a higher proficiency of grammar and syntax.

### **Using writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a disciplinary context.**

Writing in German requires addressing a German-speaking audience for various purposes. Many aspects of German writing differ from those in the English language. On a structural level i.e., there is a formal or polite form and a familiar form to address an audience. Also, the content, the choice of vocabulary, and the structure of phrases, the application of tenses often differ depending on social and situational levels of the addressee and/or the genre in general. Based on the analysis of the purpose in the preliminary readings of a variety of texts for different audiences, students have to apply newly learned concepts in their own varied writings (letters, stories, report, summaries, research paper etc.)

### **Formulate research questions and employ strategies and responding to those questions.**

For a research paper based on a topic selected by the instructor (with a set of initial questions), or self-selected by themselves, students have to initiate the writing process by formulating a number of questions crucial to their inquiry. They need to become aware of their research and writing not as a predetermined, routine process, but as a personal quest that will prepare them for further research. Once the appropriate questions have been asked and the most efficient way to answer them has been outlined, they must select which data will prove the most convincing and informative. In addition, for this part of preparation for the writing process on researched material (and grammar/syntax/lexicon), students learn how to use online German language concordances housed in the Institute of German Language in Mannheim, Germany. The instructor meets (monthly) with the students in a computer lab at Halle Library in order to access and work with the website. Students learn how to download and use the Grimm (or any other) corpus with COSMAS II (Corpus Search and Management Analysis System). The instructor prepares exercise sheets on how to use the search window of the language corpus and the different search commands to access the texts, specific vocabulary or morphological items. These research-based exercises always contain a comparative element: students compare text and context, words, phrases and morphemes. Students continue the corpus research as homework and incorporate findings into their writings according to specific or

freely chosen aspects and definitions. Using online corpus technology to analyze texts and find structural and content related patterns in a text stimulates advanced reading and writing as the students become researchers and by formulating their findings for an audience.

**Use self-discipline genres to communicate information. Understand conventions for communicating, disseminating, and interpreting information within a discipline.**

In foreign languages, students are exposed to many different kinds of writings (essays, poetry, theater, fiction, etc.) and are expected to produce such writings at their own level. They develop – both inductively and deductively – arguments, construct hypotheses, write formal and informal correspondence, complex summaries, reports, research papers (on practical, social, academic or professional topics) by identifying appropriate genre characteristics from sample texts and readings. They are expected to use a variety of styles to reach their specific audience. They must demonstrate their ability to alter tone, style, and format, according to the specific requirements of the discourse.

Students are expected to assimilate data of different nature and communicate it back to their peers and their instructors in their own words. Communication and dissemination is done primarily in the classroom through sharing and discussing their research and writing with their peers. An individual conference on their writing is scheduled outside of class to discuss writing problems and progress.

b) The General Education outcomes were assessed with a variety of linguistic exercises (using the online concordance and specific grammar tables designed by the instructor), eight short in-class writing exercises (various text genres), three essays/compositions as homework assignments, an oral mid-term research presentation, and a final project presentation of the creatively written fairy tale (multiple drafts) and correlated grammar analyzes (tables provided). Class participation is crucial in a foreign language class room and therefore is included in the final course grade. Written texts are evaluated on content, accuracy, grammar, and style (register). The mid-term research presentation is assessed according accuracy and sophistication of the research, as well as the oral presentation (pronunciation, content, and grammar). The final project is evaluated on content, structure, grammar, COSMAS research, and an illustration. The rubric of assessment criteria are based on the exercises and assignments focusing on preliminary reading assignments of various genres and consecutive, corresponding writing process.

**Assessment Criteria – Rubric  
GERN 443 Advanced German Grammar and Syntax**

Modality	0 Points	5 Points	7 Points	9 Points	10 Points	12 Points
	Does not meet Standards			Meets Standards	Target	Exceeds Standards
<b>Listening Assignments</b> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	Does not understand main content and purpose	Understands some information but cannot make connections	Understands most important points and can apply to some production	Understands almost all information and is ready for further language production	Understands purpose and details fully for any form of application.	Understands all surface and deep structure, content and simultaneously critically analyzes information
<b>Reading Assignments</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Interpretation</li> <li>• Application</li> </ul>	Does not understand main content and purpose; fails to interpret and apply content	Understands some information but cannot make connections to interpret and apply	Understands main points and can interpret main information for most application	Understands almost all information and can interpret and apply correctly.	Understands all information for critical interpretation and application.	Understands all linguistic structures and details for elaborated interpretation and critical application
<b>Writing Assignments</b> <ul style="list-style-type: none"> <li>• Sentence and paragraph structure</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul>	Can not write to convey meaning on structural and textual level.	Can write to convey some information with severely flawed structural elements. Purpose is not clear.	Writes easy sentences and makes some connections with errors that do not hamper communication.	Writes for a variety of purposes for everyday and general academic tasks using mostly correct vocabulary and grammar as well as extended	Writes correctly and critically for all purposes and audience.	Writes without any grammatical, structural, and orthographic errors and a full range of style for all purposes with convincing arguments, critical analyses

<ul style="list-style-type: none"> <li>• Orthography</li> <li>• Content</li> <li>• Purpose</li> </ul>				language structures.		and creative skill.
Speaking Assignments <ul style="list-style-type: none"> <li>• pronunciation</li> <li>• fluency</li> <li>• courtesy</li> <li>• vocabulary</li> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>	See ACTFL Criteria for OPI (American Council on the Teaching of Foreign Languages)					
Culture <ul style="list-style-type: none"> <li>• Knowledge of cultural perspective</li> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> <li>• Cross-cultural information</li> </ul>	Does not demonstrate cultural knowledge for understanding social and political issues.	Demonstrates some knowledge of some cultural issues for communication.	Demonstrates general knowledge of culture and can communicate main issues and makes some connections to own culture.	Demonstrates well-rounded knowledge of target culture and politics and can communicate facts and information on an interpersonal, interpretive, and presentational level comparing to own and other cultures.	Demonstrates critical historical, social and political knowledge of target countries. Can apply for a variety of purposes, including academic tasks. Can make in depth cross-cultural analysis.	Demonstrates deep and comprehensive knowledge and has personal experience of target cultures.

Outcome Requirements: The outcome of this advanced writing-intensive German course is an ACTFL proficiency level of Intermediate High to Advanced in writing.

### **Intermediate-High**

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

### **Advanced**

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of non-alphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

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## Action of the Department/College

### 1. Department

Vote of department faculty: For 18 Against 0 Abstentions 0

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

### 2. College

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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## Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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## Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date

**Dr. Margrit V. Zinggeler**  
Office: 326 Alexander Music Bldg

e-mail: Margrit.Zinggeler@emich.edu  
Tel: (Office) (734) 487-1995

## German 443 German Syntax and Advanced Composition

Texts: 1. Grimm, *Kinder- und Hausmärchen*. 3vol. Leipzig: Reclam. UB 030024. Available from International Book Import Service: [ibis@IBIService.com](mailto:ibis@IBIService.com) or Tel: 1-8-000-277-4247 **OR**  
2. Grimms Märchen. Original Texte. Mit Materialien. CD-ROM. Cornelsen. Software for Windows.  
3. Rankin/Wells, *Handbuch zur deutschen Grammatik*, Houghton Mifflin; fourth ed. ISBN 0-618-33812-8. (textbook only)

Recommended Texts:

1. Berman, Judy. *The Clausal Syntax of German*. CSLI Publication, 2003. ISBN 157586326.
2. DUDEN, Bd. 4: Grammatik. 6.Auflage. Mannheim: Dudenverlag, 1998
3. Sommerfeldt/Starke. *Einführung in die Grammatik der deutschen Gegenwartssprache*. Tübingen: Niemeyer, 1998.

Websites with focus on Grimm's Fairy Tales:

<http://www.gutenberg2000.de/autoren/grimm.htm>  
<http://corpora.ids-mannheim.de/~cosmas>  
<http://maerchen.com/mliste01.htm>  
<http://www.pitt.edu/~dash/grimm.html>  
[www.nationalgeographic.com/grimm](http://www.nationalgeographic.com/grimm)  
<http://www.germany-tourism.de/d/2940.html>  
<http://www.maerchen-emg.de/>  
[http://www.vcu.edu/hasweb/for/grimm/grimm\\_menu.html](http://www.vcu.edu/hasweb/for/grimm/grimm_menu.html)  
<http://www.goethe.de/os/hon/aut/deindex.htm>

Websites with focus on German Syntax and Grammar

<http://www.ids-mannheim.de/gra/grammis.html>  
[http://hypermedia.ids-mannheim.de/pls/grammis/grammis\\_dok.ansicht](http://hypermedia.ids-mannheim.de/pls/grammis/grammis_dok.ansicht)  
<http://www.goethe.de/dll/mat/gra/prj/deindex.htm> (Rechtschreibung)  
<http://www.deutsch-als-fremdsprache.de/daf-links/linksammlung/>  
<http://www.uv.es/~holzinge/comp.html>

Course Description: Builds on the foundation in written expression acquired in GERN343. Intensive vocabulary and idiomatic writing; treatment of the more complex structural features of German, and stylistics. Frequent assignments increase the student's ability to write for a variety of purposes.

*Prereq: GERN343/344 or departmental permission*

Course Rationale and Outcomes:

General Education Credits:

a) Learning Beyond the Classroom (e. International and Multicultural Experience)

Students, who have taken a course in German to fulfill the Gen.Ed.-Humanities requirement, can complete this course to fulfill Gen.Ed. Learning Beyond the Classroom.

b) This course is also designated Writing-Intensive (WI) for Gen.Ed. for German majors, however it cannot count for both.

Rationale: German is a highly inflected language depending on case, gender, and number. It is important to repeatedly practice these morphological structures in a process-oriented manner through intensive writing for a successful outcome. German 443 is the most advanced course in the German program that focuses on grammar and syntax and it is writing intensive. Besides 8 short, in-class writing exercises (discussion report, a news report, a comparison, a grammar explanation, a description of a character, a location, and an illustration, questions to analyze original Brothers' Grimm Fairy Tales for class mates), students will write formal and informal letters, research a fairy tale and do a presentation on the research results (issues of origin and history, editorial process, film adaptations, etc.), and write a critique of a literary piece. These assignments undergo several processes of drafts, corrections, peer review and rewrites for their classmates. Students also learn how to take notes in the target language for presentations and how to effectively summarize written and oral texts. They also write creatively, such as a new ending to an analyzed fairy tale and a final project which is their own fairy tale that must include universal fairy tale motives, human and animal protagonists, symbols, a transformation, oppositions, a miracle, a conflict situation, and the solving of a problem. On the structural level this final project must be written in the past tense, include forms of imperatives, a high number of adjectives (in different cases and gender), and include complex sentences (in order to practice syntactical rules).

This course is web-enhanced. **Students must register for EMU Online** ([www.emuhelpdesk.com](http://www.emuhelpdesk.com), click the Get Access link. Once you have a password go to [www.emuonline.edu](http://www.emuonline.edu)) **to access German 443/620 in order to download the material, print out the tables for the grammar exercises, and submit written assignments.**

For the composition part and creative writing assignments, students will write a variety of genres and styles based on class discussions of the reading texts focusing on the Grimm Fairy Tales.. Several draft phases will be critiqued by peers and by the instructor. Since this course is based on new, innovative methodology, the instructor will provide students with material from her book manuscript available online in a doc-sharing file.

Course Outcome:

**Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in the discipline.**

For each writing assignment, students have to read selected texts to familiarize themselves with a particular type of writing: a selection of prose and literary texts (e.g. some of the 200 Brothers' Grimm Fairy Tales, critical essays and scholarly papers, journalistic articles, (auto) biographies, letters, web pages, narratives, reports, poems, advertisings, etc.) Different genres of German texts and their characteristics are discussed and analyzed (style, vocabulary, sentence structure, etc.) in class (partner and group work). After learning how to read in another language on an advanced level without looking up unfamiliar words in a dictionary by extracting cognates, scanning, and guessing, the students write short paragraphs in class about the findings of this exercise using the newly encountered vocabulary, phrases, and grammatical structures.

They learn how to identify what makes a writing sample successful: use of appropriate and accurate language, use of timely transitions, use of a particular style (journalistic, fictional, etc.) Students use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within the disciplinary context, with the help of a "Self-Diagnosis of Writing Goals and Grammar Checks" with 10 points specific to the German language: "Wie schreibt man gut" (How to write well)

including purpose, audience, genre, objectivity versus subjectivity, theme and content, word selection, grammar and syntax, orthography and punctuation, and elements of style.

In foreign language courses, students are directed to write for both grammatical and syntactic correctness, and form and style. Compositions can be exploratory essays, personal narratives, letters, newspaper articles, fictional writing, and fables or myths. They submit a first draft which is annotated by the instructor with suggestions on language correctness, and form and style. They must then rewrite their compositions and resubmit it for a final grade. While in lower level foreign language courses, students generally write summaries or subjective essays or answer questions about a read text thus enforcing using newly learned vocabulary and grammar, more advanced students write for an audience and a purpose and they actively analyze a text and participate in an exchange of ideas with classmates and the instructor before writing new and critical perspectives and narratives. Every week, students have a conducive, in-class writing exercise where they have to write quickly and informatively so that a native speaker can understand the text. In the longer homework assignment students will have to write based on research, new information, and/or comparatively as well as for accuracy and style. They also have to write creatively (a new fairy tale). Process oriented writings include three critical essays based on the readings of several fairy tales including social, political, and moral dilemmas. Advanced writing reflects critical thinking, problem solving, and a higher proficiency of grammar and syntax.

**Using writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a disciplinary context.**

Writing in German requires addressing a German-speaking audience for various purposes. Many aspects of German writing differ from those in the English language. On a structural level i.e., there is a formal or polite form and a familiar form to address an audience. Also, the content, the choice of vocabulary, and the structure of phrases, the application of tenses often differ depending on social and situational levels of the addressee and/or the genre in general. Based on the analyzes of the purpose in the preliminary readings of a variety of texts for different audiences, students have to apply newly learned concepts in their own writings (letters, stories, report, summaries, research paper etc.)

**Formulate research questions and employ strategies and responding to those questions.**

For a research paper based on a topic selected by the instructor (with a set of initial questions), or self-selected by themselves, students have to initiate the writing process by formulating a number of questions crucial to their inquiry. They need to become aware of their research and writing not as a predetermined, routine process, but as a personal quest that will prepare them for further research. Once the appropriate questions have been asked and the most efficient way to answer them has been outlined, they must select which data will prove the most convincing and informative. In addition, for this part of preparation for the writing process on researched material (and grammar/syntax/lexicon), students learn how to use online German language concordances housed in the Institute of German Language in Mannheim, Germany. The instructor meets (monthly) with the students in a computer lab at Halle Library in order to access and work with the website. Students learn how to download and use the Grimm (or any other) corpus with COSMAS II (Corpus Search and Management Analysis System). The instructor prepares exercise sheets on how to use the search window of the language corpus and the different search commands to access the texts, specific vocabulary or morphological items. These research-based exercises always contain a comparative element: students compare text and context, words, phrases and morphemes. Students continue the corpus research as homework and incorporate findings into their writings according to specific or freely chosen aspects and definitions. Using online corpus technology to analyze texts and find structural and content related patterns in a text stimulates

advanced reading and writing as the students become researchers and by formulating their findings for an audience.

**Use self-discipline genres to communicate information.**

In foreign languages, students are exposed to many different kinds of writings (essays, poetry, theater, fiction, etc.) and are expected to produce such writings at their own level. They develop – both inductively and deductively – arguments, construct hypotheses, write formal and informal correspondence, complex summaries, reports, research papers (on practical, social, academic or professional topics) by identifying appropriate genre characteristics from sample texts and readings. They are expected to use a variety of styles to reach their specific audience. They must demonstrate their ability to alter tone, style, and format, according to the specific requirements of the discourse.

**Understand conventions for communicating, disseminating, and interpreting information within a discipline.**

Students are expected to assimilate data of different nature and communicate it back to their peers and their instructors in their own words. Communication and dissemination is done primarily in the classroom through sharing and discussing their research and writing with their peers. An individual conference on their writing is scheduled outside of class to discuss writing problems and progress.

Participation: Quality participation requires strong preparation and willingness to be actively involved during class session, in partner and group exercises as well as in the research project.

Attendance: **Class attendance is required!** In case of documented illness or emergency, please call or send me an E-mail. **Homework is due next class session!**

Homework assignments: Students will succeed in this course if they conscientiously work according to the assignments defined in the syllabus and additional exercises from the class sessions which we write on the dotted line. All written assignments must contain a bibliography (if applicable) and the final version must be typed.

Assessment: Students are assessed with a variety of linguistic exercises (using the online concordance and specific grammar tables designed by the instructor), eight short in-class writing exercises (various text genres), three essays/compositions as homework assignments, an oral mid-term research presentation, and a final project presentation of the creatively written fairy tale (multiple drafts) and correlated grammar analyzes (tables provided). Class participation is crucial in a foreign language class room and therefore is included in the final course grade. Written texts are evaluated on content, accuracy, grammar, and style (register). The mid-term research presentation is assessed according accuracy and sophistication of the research, as well as the oral presentation (pronunciation, content, and grammar). The final project is evaluated on content, structure, grammar, COSMAS research, and an illustration.

<u>Grade policy</u> : Class participation	10%
8-in class writing exercises	20%
4 grammar analyses	20%
3 compositions	20%
Mid-term: research presentation	10%
<b>FINAL FAIRY TALE PROJECT (WRITTEN AND ORAL)</b>	
(Content, structure, grammar, COSMAS, and illustration)	20%

Academic Dishonesty: Please carefully read handout on this very important issue.

(Tentative)	Grade distribution:	A:	96-100%	C:	65-69%
		A-:	90-95%	C-:	50-64%
		B+:	85-89%	D+:	55-59%
		B:	80-84%	D:	50-54%
		B-:	75-79%	F:	>50%
		C+:	70-74%		

**Syllabus** (tentative; titles of fairy tales are in italic)

- Jan. 10, In Klasse: Einführung zur *GRIMMATIK* und deutschen Syntax  
*Zur Winterszeit* und Fragen zum Text und *Grimmatik*-Tabellen
- Jan. 12, In Klasse: Geschichtlicher Hintergrund, Biographie der Brüder Grimm  
Schreibübung 1: Neues Ende zu *Zur Winterszeit* (KHM 200) schreiben  
Hausaufgaben: *Fragen zu Jacob und Wilhelm Grimm?* Aufgabenblatt 1 von EMU online  
vorbereiten (inkl. Bibliographie); auf Webseiten recherchieren  
.....
- Jan. 17, In Klasse: Grammatische Terminologie; *Der alte Großvater und sein Enkel*  
Hausaufgaben: *Grimmatik*-Tabellen von online ausdrucken und mitbringen  
.....
- Jan. 19, In Klasse: **Wir treffen uns in Halle, GO7**; Grammis und COSMAS  
Hausaufgaben: **Erster Aufsatz (Thema von *Die Winterszeit* oder *Der alte Großvater und sein Enkel*) abgeben**  
.....
- Jan. 24, In Klasse: *Die Sterntaler*; mehr zu COSMAS; Gruppen Schreibübung 2 zu *Sterntaler*  
Hausaufgaben: *Grimmatik*-Tabellen von online mitbringen; *Die Sterntaler* lesen, analysieren  
und Fragen zum Textinhalt vorbereiten  
.....
- Jan. 26, In Klasse: *Der süße Brei*; Schreibübung 3: Brief über Hunger  
Hausaufgaben: *Der süße Brei* lesen, analysieren und Fragen zum Text- inhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....
- Jan. 31, In Klasse: *Das Hirtenbüblein*, Schreibübung 4: *Das Hirtenmädchen*  
Hausaufgaben: *Das Hirtenbüblein* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen; **Erster Aufsatz Korrektur abgeben**  
.....
- Feb. 2, In Klasse: *Das Totenhemdlein*  
Hausaufgaben: *Das Totenhemdlein* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....
- Feb. 7, In Klasse: *Das Totenhemdlein* Schreibübung 5: Zeitungsbericht

Hausaufgaben: Nachricht über einen Todesfall aus deutscher Zeitung/Zeitschrift (Fokus in Halle oder von web) mitbringen  
.....

Feb. 9, In Klasse: **Wir treffen uns in Halle Library, G07**  
Hausaufgaben: **Zweiter Aufsatz von Themavorschlägen aus *Das Totenhemdlein* abgeben**  
.....

Feb. 14, In Klasse: *Frau Holle*  
Hausaufgaben: *Frau Holle* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....

Feb. 16, In Klasse: *Frau Holle*; Schreibübung 6: Vergleich von *Frau Holle* mit *Alice in Wonderland*;  
Mid-Term besprechen  
Hausaufgaben: Ein Märchen recherchieren; Vortragsnotizen machen  
.....

Feb. 21, In Klasse: Märchen Recherchen besprechen und korrigieren  
Hausaufgaben: **Zweiter Aufsatz Korrektur abgeben**

Feb. 23, In Klasse: *Mid-Term Präsentation*. Schreibübung: *Notizen machen*  
Hausaufgaben: Für Präsentation vorbereiten  
.....

### **Feb. 25 - March 5 Winter Recess - No classes**

March 7, In Klasse: *Rumpelstilzchen*  
Hausaufgaben: *Rumpelstilzchen* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....

March 9, In Klasse: *Rumpelstilzchen*; Schreibübung 7: Schriftl. Anweisungen geben  
Hausaufgaben: Grammatik-Tabellen fertig schreiben  
.....

March 14, In Klasse: *Dornröschen*  
Hausaufgaben: *Dornröschen* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....

March 16, In Klasse: *Dornröschen*; Schreibübung 8: Hofstatt beschreiben  
Hausaufgaben: Grammatik-Tabellen fertig schreiben  
.....

March 21, In Klasse: *Rapunzel*  
Hausaufgaben: *Rapunzel* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....

- March 23, In Klasse: **Wir treffen uns in Halle Library, G07: COSMAS Übungen**  
Hausaufgaben: **Dritter Aufsatz zu einem Thema zu Rapunzel abgeben**  
.....
- March 28, In Klasse: *Hänsel und Gretel*  
Hausaufgaben: *Hänsel und Gretel* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....
- March 30, In Klasse: *Hänsel und Gretel*  
Hausaufgaben: Grammatik-Tabellen fertig schreiben  
.....
- April 4, In Klasse: *Rotkäppchen*  
Hausaufgaben: *Rotkäppchen* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen; **Dritter Aufsatz Korrektur abgeben**  
.....
- April 6, In Klasse: *Sneewittchen*; Schlussprojekt besprechen  
Hausaufgaben: *Sneewittchen* lesen, analysieren und Fragen zum Textinhalt vorbereiten;  
*Grimmatik*-Tabellen von online mitbringen;  
.....
- April 11, In Klasse: *Sneewittchen*  
Hausaufgaben: Schlussprojekt: Märchen schreiben  
.....
- April 13, **Wir treffen uns in Halle Library, G07: COSMAS Übungen**  
Hausaufgaben: Schlussprojekte: Märchen schreiben
- April 18, In Klasse: Projekt und Grammatik besprechen  
Hausaufgaben: Schlussprojekt Märchen schreiben; **Heute abgeben!**  
.....
- April 20, In Klasse: Zusammenfassung; Projekt; Vorbereitung zur Schlussprüfung  
Korrektur von eigenem Märchen machen  
.....
- April 25, 5:30-7:00pm Final Examination: Presentation of Final Project**