

## German 2020 Second Year German II

Spring 2016

Instructor: Doris McGonagill  
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Old Main 341 D  
Phone 797-9181  
Office hours: T 1:30-2:30, F 10:30-11:30 and by appointment

Class hours: MTRF 9.30-10.20 a.m.  
Classroom: Old Main 207

*Course description and objectives:* This course is the second half of the intermediate sequence of German. We will build upon the foundation laid in the first three semesters and further the development of the active skills of speaking, writing, reading, and comprehending the German language. The contextualized four-skills approach is integrated with a review of significant aspects of German grammar. By the end of the semester students will have reviewed pivotal aspects of German grammar, be able to converse at an intermediate level, read texts on a number of topics and understand the main ideas with minimal use of dictionary, and be able to express themselves intelligibly in written structures (sentence and paragraph level). Our textbook, *Stationen*, combines engaging cultural topics and authentic readings with the integrated grammar review. In an innovative approach to the material, *Stationen* acquaints students with German language and culture through in-depth study of important cities and regions in Germany, Austria, and Switzerland. We will cover the second half of the textbook this spring semester, and there will be chapter tests at two-to-three-week intervals at the conclusion of each *Station*, the organizational unit for the series. Students are encouraged to extensive use of the Technology Assisted Language Center (TALC Language Lab, Main 004). The course website will be the most important platform for the exchange of course-related information and materials. The best strategy for success in this class is a daily commitment to practice German; this is also the best strategy to learn the language.

*Language of instruction:* German

*Required Text:* Prisca Augustyn and Nikolaus Euba, *Stationen. Ein Kursbuch für die Mittelstufe* (Textbook, Workbook, and Premium Website Access) available at the USU Campusstore in the basement of the TSC.

*Course requirements:* Active class participation (including at least one presentation)  
Submission of homework (Workbook/Lab Manual etc.)  
Five out of six possible in-class tests (chapter exams for chapters 7-12)  
One Final Exam (Monday, May 2, 9:30-11:20 a.m. – to be confirmed)

*Grading:*

|  |     |
|--|-----|
| Five chapter tests, at two-to three-week intervals | 50% |
| Final exam   | 10% |
| Assignments/homework                               | 10% |
| Participation, presentation, and other class work  | 30% |

*No Class Dates:* 18 January (Martin Luther King, Jr. Day); 15 February (Presidents' Day)

*Extra-Credit:*

You may play a German song or recite a German poem that is appropriate in class and give a brief introduction to its theme/central vocabulary. You may attend German Film Night, watch a German movie, or read a German book and write a brief account. You may meet with a German tutor (TALC Language Lab; schedule will be made available) and talk German with them or discuss aspects of German grammar or culture. Please have the tutor send me an e-mail confirming the meeting.

*Students with Disabilities:*

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examination, etc. must be discussed with and approved by the instructor.

*Learning Objectives:*

Based on the IDEA evaluation system, the following four objectives apply most closely to this course:

- Developing skill in expressing oneself orally or in writing
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Acquiring skills in working with others as a member of a team

*Academic Integrity,  
"The Honor System"*

([http://www.usu.edu/provost/faculty/teaching/syllabus\\_resources.cfm](http://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm))  
Each student has the right and duty to pursue his/her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: (1) Espouses academic integrity as an underlying and essential principle of the Utah State University community; (2) Understands that each act of academic dishonesty devaluates every degree that is awarded by this institution; and (3) Is a welcomed and valued member of Utah State University.

*Plagiarism:*

Plagiarism is defined as "Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials." The penalties for plagiarism include warning or reprimand, grade adjustment, withholding of transcripts, probation, suspension, expulsion, and denial or revocation of degrees.

**German 2020**  
**Second Year German II**  
FRÜHLING 2016  
**W O C H E N P L A N**

Week 1 (11, 12, 14, 15 January)

Introduction: Textbook/Student Activities Manual/Canvas; Resources in German Studies;  
Review of Station 1-6 (cities and regions in Germany) and of key grammar concepts:  
Verbs: Conjugation; Tenses (Present Tense, Simple Past, Present Perfect, Pluperfect,  
\*Future I & II); Active and Passive Voice; Subjunctive I & II; \*Modal Verbs;  
Prefixes; Imperative forms for commands and requests; \*Infinitive clauses)  
Nouns: Gender; Plural Forms; Declensions; Case System (Nominative,  
Accusative, Dative, and Genitive Case)  
Adjectives (Attributes vs. \*Adverbs, Endings, \*Comparative and Superlative Forms)

Week 2 (19, 21, 22 January)

Review of key grammar concepts (cont'd):  
Preposition (with dative and/or accusative, genitive)  
\* Pronouns (reflexive pronouns and relative pronouns)  
\* Syntactical structures (main and subordinate clauses, questions vs. statements)  
\* Communicative structures (giving explanations; expressing opinions, arguments, and  
comparisons; evaluating probability; offering suggestions, advice, examples etc.)

Week 3 (25, 26, 28, 29 January)

**Station 7 Köln (pp. 188-217)**

- Cultural Emphases: History and Present; Public Discourse; Troubled Patriotism  
(*Vaterland, Heimat, and “Nationalstolz”*); Political Parties and Literary Voices;  
Cologne Carnival and Dialect (*Kölsch*)
- Targeted Vocabulary: National and Political Identity  
Expressing Opinions and Attitudes; Agreeing and Disagreeing
- Grammar Emphases: Articulating Attitude through Modal Verbs;  
Talking about the Future (Futur I & II)
- Reading: “*Darf man stolz sein auf Deutschland?*” (p. 213f.) OR Wise Guys, “*Stolz*”

Week 4 (1, 2, 4, 5 February)

Station 7 Köln (pp. 188-217)

**Test 1 (5 February)** N.B. *The scheduled test dates are tentative and may be moved.*

Week 5 (8, 9, 11, 12 February)

**Station 8 Dresden (pp. 218-249)**

- Cultural Emphases: Art, Architecture, Music, and Politics; The *Brücke* Artists; Jewish  
Germans; Classical Music
- Targeted Vocabulary: History and Culture; Architectural Terms  
Expressing Opinions and Attitudes; Agreeing and Disagreeing
- Grammar Emphases: Coordinating Conjunctions (*und, oder, denn, aber, sondern*) and  
Subordinating Conjunctions;  
Two-Part Conjunctions; Syntactical Structures (*Satzverbindungen*)
- Reading: Günter Eich, “*Inventur*” (p. 247) and Rubble-Literature (*Trümmerliteratur*)

Week 6 (16, 18, 19 February)

Station 8 Dresden (pp. 218-249)

**Test 2 (19 February)** *N.B. The scheduled test dates are tentative and may be moved.*

Week 7 (22, 23, 25, 26 February)

**Station 9 Salzburg (pp. 250-281)**

- Cultural Emphases: Wolfgang Amadeus Mozart; Music Festival (*Salzburger Festspiele*); Austria and the Alpine Region
- Targeted Vocabulary: Leisure Activities (games, plays, festivals, *Kaffeehaus-Kultur*); *kennen* vs. *wissen* vs. *können*
- Grammar Emphases: Relative Pronouns and Relative Clauses (Providing more information about a previously mentioned idea, thing, or person; Subject as object)
- Readings: Excerpts from Mozart's Opera *Don Giovanni* (Libretto by Lorenzo Da Ponte); OR Eduard Mörike, *Mozart auf der Reise nach Prag* (Excerpts); OR "Glück, Spiel und Leidenschaft" (p. 255f.); OR Excerpts from *The Sound of Music*

Week 8 (29 February, 1, 3, 4 March)

Station 9 Salzburg (pp. 250-281)

**Test 3 (4 March)** *N.B. The scheduled test dates are tentative and may be moved.*

Week 9 (Spring Break 7-11 March)

Week 10 (14, 15, 17, 18 March)

**Station 10 Wien (pp. 282-311)**

- Cultural Emphases: Habsburg Empire and Modern Metropolis; Contrasts between City and Country; Love-Hate-Relationships with Austria; Sigmund Freud; *Wienerisch*
- Targeted Vocabulary: Collective and Individual Memory, Dreams, Psychoanalysis Expressing Indifference (*egal*)
- Grammar Emphases: Infinitive clauses (*zu* + Infinitive; *um zu...*; *ohne zu...*; *anstatt zu*); Adverbs
- Readings: Thomas Bernhard, *Wittgensteins Neffe* (p. 304-7) OR Kaffeehausliteratur OR The "Jung-Wien" Movement (Texts by Hugo von Hoffmannsthal, Arthur Schnitzler, Richard Beer-Hofmann, and Felix Salten)

Week 11 (21, 22, 24, 25 March)

Station 10 Wien (pp. 282-311)

**Test 4 (25 March)** *N.B. The scheduled test dates are tentative and may be moved.*

Week 12 (28, 29, 31 March, 1 April)

**Station 11 Zürich (pp. 312-349)**

- Cultural Emphases: Swiss Identity; Neutrality; Switzerland's Ethnic and Linguistic Diversity; The Swiss Army; Post-War Authors Max Frisch and Friedrich Dürrenmatt
- Targeted Vocabulary: Emphasizing Personal Preferences
- Grammar Emphases: Attributive Adjectives; Adjectives with Prepositions; Adjectives in the Comparative and Superlative Forms
- Readings: Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Excerpts, p. 343-45)

Week 13 (4, 5, 7, 8 April)

Station 11 Zürich (pp. 312-349)

**Test 5 (8 April)** *N.B. The scheduled test dates are tentative and may be moved.*

Week 14 (11, 12, 14, 15 April)

**Station 12 Die Deutschen im Ausland (pp. 350-381)**

- Germans Abroad: Travel Dreams and Travel Habits; Tourism and Self-Image; Exile, Immigration, Migration
- Targeted Vocabulary: Explaining One's Plans and Expectations
- Grammar Emphases: Prepositions, *Da-* and *Wo-*Compounds; Verbs with Prepositions
- Readings: Jurek Becker, "New Yorker Woche" (p. 378-380)

Week 15 (18, 19, 21, 22 April)

Station 12 Die Deutschen im Ausland (pp. 350-381)

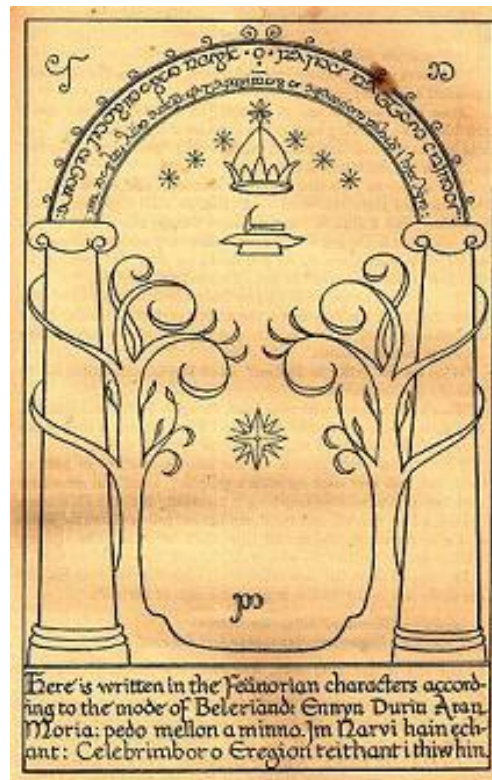
**Test 6 (22 April)** *N.B. The scheduled test dates are tentative and may be moved.*

Week 16 (25, 26, 28, 29 April)

Comprehensive Review of Semester

**Final Exam: Monday, 2 May 2016, 9:30-11:20 a.m. (to be confirmed)**

**VIEL SPASS AUF UNSERER REISE ZU STATIONEN IN DEUTSCHLAND,  
ÖSTERREICH UND DER SCHWEIZ !**



**Sprieh Fr̥und und tritt ein!**