

**German 485G**  
**German in the Sciences**  
Syllabus - Spring 2016

**I. General Information:**

- Prerequisite:** Successful completion of German 394 or equivalent
- Meeting Time:** Monday, Wednesday, Friday: 13:00 – 13:50  
Tuesday 12:30-13:20
- Room:** Combs Hall 236
- Office Hours:** Monday, Tuesday, Wednesday, Friday: 15:00-16:00  
and by appointment
- Textbook:**
- *Harper Collins Unabridged German Dictionary* (over 800,000 entries and translations (Recommended)
  - Printed Worksheets from Canvas or functioning Laptop or tablet computer (mobile phones are not acceptable)
- Canvas:** This course uses *Canvas* as a supporting tool. On the web site, you will find the weekly lesson plans, most of the handouts, the syllabus, links to useful web pages for the course, and if appropriate the key to assignments, quizzes, and tests. Changes in the course schedule will be announced on Blackboard, so check the site regularly.

**II. Learning goals:**

1. To increase the students' fluency and accuracy in speaking and writing German on the Advanced Low level (according to the ACTFL Proficiency Guidelines, see below) in a science context, through
  - discussion of assigned texts that cover a variety of scientific fields
  - oral presentations of experiments and research
  - writing of protocols, reports, and applications of varying topics and lengths.
2. To expand the students' vocabulary in a variety of science fields.
3. To systematically review German grammar relevant to scientific discourse.
4. To develop students' ability to critically read texts and observe live and recorded demonstrations and to speak and write knowledgeably in German about scientific topics as well as scientific topics discussed in Germany and the U.S.

**III. Course Requirements and Criteria for Grading:**

1. Attendance, participation	20%	4. Reading	15%
2. Speaking	15%	5. Listing	15%
3. Writing	15%	6. Portfolio	20%

**1. Attendance and Class participation**

Attendance is an issue of utmost importance with regard to making good progress, not only for individual students but the classroom community - which is interdependent for practice opportunities - as a whole. I therefore feel obliged to set quite strict standards regarding attendance. Please know that this is by no means intended to make your life harder but rather to allow me to be able to count on everybody being in attendance when planning lessons and to allow your peers to be fairly certain that they will have someone for communicative practice and feed-back.

**Please note that coming to class in itself is not considered evidence of good "class participation", rather it is a prerequisite.** You will receive 10 points for each class meeting, in which you actively participate. The language of communication in class is German. You have to speak German at all times – be it in class discussions or during group work. If you are not in class, you cannot get the points. Telling me about an absence does not mean the absence does not count.

## 2. Speaking

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech. - See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking#advanced>

### **Oral Presentations and Class Discussions:**

Students will present a number of times simple scientific experiments or on research they have done on a topic. They will get a letter grade for presentational speaking. In addition, performance in class discussions (=inter-personal speaking) will be assessed regularly.

## 3. Writing

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives. - See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing#advanced>

### **Homework and written assignments**

The attentive completion of the assignments (even if not graded) is a pre-condition for all class work as well as the protocols, reports, and applications. I will assess homework sporadically and un-announced. Graded assignments have to be typed and follow the format provided on Canvas .

- The writing assignments are due on the date indicated. They have to be submitted on Canvas. In today's world, computer crashes and Internet outages are part of everyday life. It is your responsibility to plan ahead and have back-up plans. Email submissions are not acceptable.
- I will mark grammatical errors and make suggestions for improving the text's content, structure and vocabulary. A sample of abbreviations I use when marking grammatical errors can be found on the *Canvas* web page.
- The essays will be given letter grades based on thoughtfulness and attention to detail, overall organization and coherence, the use of appropriate vocabulary related to the topic, sentence structure, and grammatical accuracy. The respective rubrics can be found online.

## 4. Reading

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

- See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/reading#advanced>

### Assigned Readings:

Each chapter has authentic reading texts to provide more information and deepen the discussion of the scientific field under investigation. Students will receive letter grades for the completion of the readings and the completion of the assignments.

## 5. Listening

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse. - See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/listening#advanced>

### Listening Assignment:

For some of the topics, we will have listening assignments as part of the overall assessment process. Students will receive letter grades based on their understanding.

## 5. Portfolio

Instead of a final exam, students will demonstrate their language learning by submitting an online portfolio consisting of a self-assessment, a detailed reflection, as well as evidence in form of essays, recordings, vocabulary lists, etc. Detailed instructions will be provided through Canvas.

## 6. Issues of academic honesty

At the beginning of the semester, I will discuss with you standards of ethical behavior in academia and, specifically, foreign language writing, including those that pertain to the use of technological resources. These explanations will include the use of on-line dictionaries and appropriate use of other on-line materials, such as foreign language websites, in your own work. **The use of translation programs is categorically prohibited for any work submitted as your own.**

Please know that it is not very difficult for me to recognize plagiarized work. Inaccurate incorporations, typos in the English input (which result in inaccurate or even missing German translations), and - most tellingly - a stark differential in stylistic sophistication by comparison to a student's usual work, including the use of regional varieties, are sure give-aways.

**All work in this course is subject to the Honor Code. All written assignments and tests must be pledged.**

### Grading Scale:

A 100-94%	B+ 89-87%	C+ 79-77%	D+ 69-67%	F 59-0%
A- 93-90%	B 86-83%	C 76-73%	D 66-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

For purpose of midterm grade, D+ or lower equals U

## German 485G (Spring 2016)

Woche	Datum	Klassen-Aktivität	Hausaufgaben
1	1/11	<ul style="list-style-type: none"> <li>Einführung, Kennenlernen</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	1/12	<ul style="list-style-type: none"> <li>Deutsche Wissenschaft international</li> </ul>	<ul style="list-style-type: none"> <li>„Ein weltweites Netzwerk der Ideen“ lesen, Aufgaben lösen → Canvas</li> </ul>
	1/13	<b>Mathematik</b> <ul style="list-style-type: none"> <li>Karrieren in Mathematik</li> <li>AB &amp; PP „Ein Stück Mathematik“</li> </ul>	<ul style="list-style-type: none"> <li>Sehen Sie die Videos über Christina und Carla!</li> <li>Beantworten Sie die Fragen! → Canvas</li> </ul>
	1/15	<ul style="list-style-type: none"> <li>AB Silvesterbräuche</li> </ul>	<ul style="list-style-type: none"> <li>WS „Algebra“ &amp; WS „Geometrie“</li> </ul>
2	1/18	<b>MLKDay – No class</b>	
	1/19	<ul style="list-style-type: none"> <li>Übungen zu Algebra und Geometrie</li> <li>Der Goldene Schnitt</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	1/20	<ul style="list-style-type: none"> <li>Statistiken &amp; Diagramme verbalisieren</li> </ul>	<ul style="list-style-type: none"> <li>Bringen Sie Aufgaben aus Ihrem Mathematikunterricht und/oder eine Statistik → Canvas</li> </ul>
	1/22	<ul style="list-style-type: none"> <li>Grammatik: Passiv</li> </ul>	<ul style="list-style-type: none"> <li>WS Mathematik ins Portfolio</li> </ul>
3	1/25	<b>Physik – Wärmelehre</b> <ul style="list-style-type: none"> <li>Physik „Wärmelehre“</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik - Wärmelehre Blatt 1-3</li> </ul>
	1/26	<ul style="list-style-type: none"> <li>Experiment – „Flaschenteufel“</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik - Wärmelehre Blatt 4-5, 8-9</li> </ul>
	1/27	<ul style="list-style-type: none"> <li>Physik „Wärmelehre“</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik - Wärmelehre Blatt 12-14</li> </ul>
	1/29	<ul style="list-style-type: none"> <li>Experiment „Fliegende Körper“</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik - Wärmelehre Blatt 20-22, Experiment vorbereiten</li> </ul>
4	2/1	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 7-10</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 1-4</li> </ul>
	2/2	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 12, 16-20</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 12, 16-18</li> </ul>
	2/3	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 21, 23-25, 25, 30</li> <li>Experiment „Magnete“</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Physik – Elektrizität &amp; Magnetismus Blatt 21, 23-24, 30</li> <li>Vokabeln Physik → Portfolio</li> </ul>
	2/5	<ul style="list-style-type: none"> <li>Wortschatzarbeit Physik</li> <li>Wiederholung</li> </ul>	<ul style="list-style-type: none"> <li>Interview „Raketen“ (Aufnahmen → Canvas)</li> </ul>
5	2/8	<b>Chemie</b> <ul style="list-style-type: none"> <li>Was ist/tut Chemie?</li> <li>Periodensystem der Elemente (Schiffe versenken)</li> </ul>	<ul style="list-style-type: none"> <li>Lesen Sie „Chemie Script“ S. 3-6(oben), S.54-58, beantworten Sie die Fragen im Text</li> </ul>
	2/9	<ul style="list-style-type: none"> <li>Text „Regina Palkovits, Chemie-Ingenieurin“</li> <li>Experiment „Nussöllampe“</li> </ul>	<ul style="list-style-type: none"> <li>„Regina Palkovits, Chemie-Ingenieurin“ lesen, Fragen 1-5 beantworten, #6 Hausexperiment</li> <li>Experiment „Nussöllampe“ vorbereiten (#6)</li> </ul>
	2/10	<ul style="list-style-type: none"> <li>Reinstoffe &amp; Gemische</li> <li>Chemische Reaktion</li> </ul>	<ul style="list-style-type: none"> <li>Lesen Sie „Chemie Script“ S. 6-10</li> </ul>
	2/12	<ul style="list-style-type: none"> <li>Experiment „Löslichkeit von Stoffen in Wasser“</li> </ul>	<ul style="list-style-type: none"> <li>Lesen Sie „Petra Mischnick, Chemikerin“, beantworten Sie die Fragen zum Text</li> </ul>
6	2/15	<ul style="list-style-type: none"> <li>Grammatik: Präpositionen</li> </ul>	<ul style="list-style-type: none"> <li>Lesen Sie „Chemie Script“ S. 13-15 „Rutherford-Modell“</li> <li>Vokabeln „Chemie“ → Portfolio</li> </ul>
	2/16	<b>Biologie</b> <ul style="list-style-type: none"> <li>Wirbeltiere – Fische</li> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 1-7</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 1-4</li> </ul>
	2/17	<ul style="list-style-type: none"> <li>Wirbeltiere – Amphibien</li> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 8-15</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 8-11</li> </ul>
	2/19	<ul style="list-style-type: none"> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 16-</li> </ul>	<ul style="list-style-type: none"> <li>Themenheft Biologie – Wirbeltiere 1, Blatt 16-20</li> </ul>
7	2/22	<ul style="list-style-type: none"> <li>Ameisen</li> <li>Stationenlernen „Honigbiene“</li> </ul>	<ul style="list-style-type: none"> <li>„Bert Hölldobler, Biologe“ lesen, Aufgaben 1-3 lösen</li> </ul>
	2/23	<ul style="list-style-type: none"> <li>Der Mensch – Krankheiten</li> <li>Studentenvorträge</li> <li>AB Aspirin</li> <li>Schaubild „Lungenkrebs“</li> </ul>	<ul style="list-style-type: none"> <li>Gesundheit und Krankheit: Vitanet – Vortrag vorbereiten</li> </ul>
	2/24	<ul style="list-style-type: none"> <li>Experiment „Geschmacksrezeptoren“ (TSEI)</li> </ul>	<ul style="list-style-type: none"> <li>Schaubild „Lungenkrebs“ → Canvas</li> <li>Vokabeln „Biologie“ → Portfolio</li> </ul>
	2/26	<ul style="list-style-type: none"> <li><b>No class, professor at conference</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio I</li> </ul>

9	3/7	<b>Umwelt</b> <i>Nachhaltigkeit</i> <ul style="list-style-type: none"> <li>• Video „Alien Invasion“</li> <li>• „Check dein Klima“</li> <li>• Vokabelarbeit</li> <li>• CARLA (2, 3, 8-13)</li> </ul>	CARLA AB „Nachhaltigkeit“ <ul style="list-style-type: none"> <li>• S. 2 (incl. Videos)</li> <li>• 3, 4-7 (→ Portfolio, in Auswahl)</li> <li>• 8-11</li> <li>• 12 → Canvas</li> </ul>
	3/8	<i>CO<sub>2</sub> Fußabdruck</i> <ul style="list-style-type: none"> <li>• CARLA S. 2-5</li> </ul>	CARLA AB „Carbon Footprint“ <ul style="list-style-type: none"> <li>• S. 2-5 (inclusive alle Videos und Webseiten)</li> </ul>
	3/9	<i>Essen</i> <ul style="list-style-type: none"> <li>• CARLA S. 2-7</li> </ul>	CARLA AB „Food Supply“ <ul style="list-style-type: none"> <li>• S. 4-5</li> </ul>
	3/11	<i>Recycling</i> <ul style="list-style-type: none"> <li>• CARLA 2-8</li> </ul>	CARLA AB „Recycling Practices“ <ul style="list-style-type: none"> <li>• S. 4 (Video)</li> <li>• S. 5f. (Webseite)</li> </ul>
10	3/14	<i>Nachhaltigkeit</i> <ul style="list-style-type: none"> <li>• Müll-Experiment</li> <li>• „Mehr Wissen über Recycling“ S. 5 (versorgen/entsorgen)</li> <li>• „Mehr Wissen über Recycling“ S. 9 (nachhaltig handeln)</li> <li>• Schaubild „Weg damit“ (Plastiktüten)</li> </ul>	<ul style="list-style-type: none"> <li>• „Mehr Wissen über Recycling“ S. 4 (sauberen Müll mitbringen)</li> <li>• Interview mit Saskia sehen, Fragen → Canvas</li> </ul>
	3/15	<i>Städtische Umweltschutzprojekte</i> <ul style="list-style-type: none"> <li>• CARLA S. 2-6</li> </ul>	CARLA AB „Urban Sustainability“ <ul style="list-style-type: none"> <li>• S. 2, 5</li> </ul>
	3/16	<i>Erneuerbare Energien</i> CARLA <ul style="list-style-type: none"> <li>• S. 2-8</li> </ul>	CARLA AB „Renew able Energy“ <ul style="list-style-type: none"> <li>• S. 2-3, 7</li> </ul>
	3/18	<i>Freiburg im Breisgau</i> CARLA <ul style="list-style-type: none"> <li>• S. 2-8</li> </ul>	CARLA AB „Freiburg im Breisgau“ <ul style="list-style-type: none"> <li>• S. 2-4</li> </ul>
11	3/21	<b>Technik</b> <i>Kraft</i> <ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 1-5 (Experiment)</li> </ul>	<ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 1, 5</li> </ul>
	3/22	<i>Reibung &amp; Teil- &amp; Ersatzkraft</i> <ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 6-7</li> </ul>	<ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 6-7</li> </ul>
	3/23	<i>Mechanische Arbeit</i> <ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 11-15</li> </ul>	<ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 11-13</li> </ul>
	3/25	<i>Mechanische Leistung</i> <ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 16-21</li> </ul>	<ul style="list-style-type: none"> <li>• Themenheft Physik – Mechanik Blatt 16-18</li> </ul>
12	3/28	<b>No class – professor at conference</b>	<ul style="list-style-type: none"> <li>• Email: „Bewerbung um Praktikumsplatz“ → Canvas</li> </ul>
	3/29	<b>No class – professor at conference</b>	<ul style="list-style-type: none"> <li>• Beton Videos, Fragen beantworten → Canvas</li> </ul>
	3/30	<b>No class – professor at conference</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4/1	<ul style="list-style-type: none"> <li>• Nanotechnologie – Vorträge</li> </ul>	<ul style="list-style-type: none"> <li>• Video „Was ist Nanotechnologie?“</li> </ul>
13	4/4	<ul style="list-style-type: none"> <li>• Experiment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4/5	<b>Informatik</b> <ul style="list-style-type: none"> <li>• „Informatik I“ S. 6-12 (L 1, Informatik und ihre Bereiche)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesen Sie „Informatik I“ S. 6-8, beantworten Sie alle Fragen!</li> </ul>
	4/6	<ul style="list-style-type: none"> <li>• Studentenvortrag „Informatik an der UMW“</li> <li>• „Informatik I“ S. 14-20 (L 2, Berufsbild Informatik)</li> </ul>	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 14-18 (Hören)</li> </ul>
	4/8	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 22-28 (L 3, Kryptologie)</li> </ul>	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 22 (Hören), 23-25 (Lesen)</li> </ul>
14	4/11	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 30-36 (Lektion 4, Eingebettete Systeme)</li> </ul>	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 30-34 (Lesen)</li> </ul>
	4/12	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 38-44 (Lektion 5, Quanten)</li> </ul>	<ul style="list-style-type: none"> <li>• „Informatik I“ S. 38-41</li> </ul>
	4/13	<i>Sicherheit im Internet</i> <ul style="list-style-type: none"> <li>• Vorträge zu Sicherheits-Organisationen</li> </ul>	<ul style="list-style-type: none"> <li>• Lesen Sie „Sicherheit im Internet“, recherchieren Sie eine der Institutionen, und berichten Sie der Klasse</li> </ul>
	4/15	<ul style="list-style-type: none"> <li>• Experiment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
15	4/18	<ul style="list-style-type: none"> <li>• Präsentation eigener Experimente</li> </ul>	<ul style="list-style-type: none"> <li>• RISE Bewerzungsbrief</li> </ul>
	4/19	<ul style="list-style-type: none"> <li>• Präsentation eigener Experimente</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4/20	<ul style="list-style-type: none"> <li>• Experiment „Sonnenofen“ (TSE II)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4/22	<ul style="list-style-type: none"> <li>• No class – Research and Creativity Day</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Final Portfolio due Monday 4/25/2016; 12:00PM