

Integrated Performance Assessment

Course Information:

GER 1101, 1:10-2pm, MWF, Buttrick 205, Fall 2016

The goal of the course according to the syllabus is to “develop the four language skills (understanding, speaking, reading, and writing) in an authentic cultural context” on “everyday topics, including yourself, your family, your daily routine, shopping, recreational activities, and more.” My personal global goal for the course is as follows: “Students can communicate in order to meet their needs in a familiar situation.”

I have 11 students in my class who range from ages 17 to the early 20s. I believe that they are all beginners. If any students have had exposure to German before this class, it has been minimal. About half the class is already bi- or trilingual, and perhaps 4-5 students are non-native English speakers. None of my students study German as a major or minor, and they come from various disciplines: business, economics, engineering, computer science, undeclared, French. Some are taking German “for fun” as break from their other courses, at least two have German friends that they wish to speak with, and I suspect others are taking German as a course requirement. One or two have voiced the desire of studying in Germany. The students in my course generally expect to be able to speak to one another in German and learn about German culture.

The students in my course seem to be familiar with language learning. They are very concerned with grammar and correct usage, but are also comfortable in a communicative language classroom. Interpersonal communication-centered activities seem to be the most successful in class. I have two students whose pronunciation sometimes disrupts meaning in conversation, so I will be monitoring that throughout the course. One of my main challenges right now is figuring out how to “de-sanitize” our textbook book. The textbook is made for college students and it does have good material and cultural tidbits, but I think it inadvertently promotes the image of Germany as some sort of weird static cultural and industrial paradise inhabited by white Europeans only. The textbook also assumes its users are culturally American college students. One of my goals is to insert supplemental materials that address the textbook’s shortcomings in the area of culture.

Target Proficiency Level:

My goal for this course is Novice High to Intermediate Low.

- *Interpretive Reading: Intermediate Low.* I think with guided reading strategies, the students will be able to understand texts that far outpace their grammar knowledge.
- *Interpretive Listening: Novice High.* Listening is temporal and students do not have the time to analyze a spoken sentence as they would a written sentence, therefore I expect Novice High.
- *Interpersonal Communication: Novice High to Intermediate Low.* When it comes to exchanging information with me or with their classmates, my students stick to provided question and answer formulas. They are eager to speak to one another and exchange

information on learned topics, but it might take some time to get them to ask spontaneous questions of one another.

- *Presentational Writing: Intermediate Low.* My students prefer writing over speaking when it comes to presenting information. I think writing allows them to collect their conscious thoughts. I have noticed a gap between their presentational writing ability and presentational speaking ability.
- *Presentational Speaking: Novice High.* In Interpersonal Communication, my students are able to negotiate meaning with one another, and they exchange small amounts of information quickly. There is not a lot of pressure on any one student. With presentational speaking activities, my students have some difficulties in the target language. Even my monitor under-users stumble a bit here.

Global Can-do's:

Interpretive:

- I can sometimes understand short, simple descriptions with the help of pictures or graphs. (Novice High)
- I can sometimes understand the main idea of published materials. (Novice High)
- I can understand messages in which the writer tells or asks me about topics of personal interest. (Intermediate Low)

Interpersonal:

- I can exchange some personal information. (Novice High)
- I can exchange information using texts, graphs, or pictures. (Novice High)
- I can have a simple conversation on a number of everyday topics. (Intermediate Low)

Presentational:

- I can present basic information about things I have learned using phrases and simple sentences. (Novice High)
- I can write information about my daily life in a letter, blog, discussion board, or e-mail message. (Novice High)
- I can write about people, activities, events, and experiences. (Intermediate Low)

Thematic units in the course:

1. Smalltalk
 - 1.1. Hallo!
 - 1.2. Wer Sind Sie? (Who are you?)
 - 1.3. Wie viel? (How many?)
 - 1.4. Wie ist das Wetter? (How's the weather?)
2. Familie und Freunde
 - 2.1. Familie
 - 2.2. Persönlichkeit (Personality)
 - 2.3. Interessen
 - 2.4. Ich über mich (About myself)
3. Wohnen (Living)
 - 3.1. Studentenleben (Student Life)

- 3.2. Bei mir (At my place)
- 3.3. Haus und Wohnung (House and apartment)
- 3.4. Zu Hause (At home)
- 4. Augehen (Going Out)
 - 4.1. Restaurant
 - 4.2. Trinken (Drinking)
 - 4.3. Stadtkalendar (City calendar)
 - 4.4. Partys (cultural celebrations and holidays)
- 5. Quer durch Deutschland (Across Germany)
 - 5.1. Im Norden (In the North)
 - 5.2. Im Süden (In the South)
 - 5.3. Im Osten (In the East)
 - 5.4. Im Westen (In the West)

Unit Theme: Unit 5, Quer durch Deutschland (Across Germany)

Unit 5 explores different regions of Germany by splitting the map of Germany into four artificial but logical sections: North, South, East, and West. East geographical section is a sub-unit of Unit 5, and each sub-unit introduces students to rather arbitrary characteristics or interesting tidbits of information about the geographical region. I think the point of splitting Germany up into these sections is to emphasize its highly regional nature. During the 17th and 18th centuries “Germany” (non-existent at the time) was a collection of hundreds of independent principalities, kingdoms, and free cities of various sizes. Currently, Germany has 16 federal states, but there are also historical linguistic regions that still serve as identity groups for ethnic Germans, for example: Frisia, Swabia, Bavaria, the Palatinate, etc. But here is what the textbook glosses over: historical and current European and non-European migration impacts what Germany is today. Germany is one of the top immigration countries (Einwanderungsland) in the world, and there has been a lot of discussion (in the press and political) about multi-culturalism. For this unit, I would like to use supplemental material to focus on that last thought, because despite the fact that the textbook edition we are using is from 2015, immigration and diverse cultures in Germany are barely mentioned. I think only the “Restaurant” sub-unit hints at this.

Time period, class meetings: This unit will be completed in 7 class meetings over 2.5 weeks. Each class meeting is 50 minutes long. Classes are held 3 times a week. The project will be introduced over the first week. The interpretive task will also be completed as homework the first week. Some class time will be devoted to organization and readings/discussing the texts. Week 2 will be dedicated to student preparation for the interpersonal task, which will take place at the end of the week. The presentational task will be posted on Facebook in the middle of Week 3.

Other details:

During this unit, students will be learning the conversational past tense and coordinating conjunctions. This is the last unit of GER 1101, so they should be very close to Novice High in all IPA areas.

Key can-do's:

1. I can describe different regions of Germany and say why they are unique. (Textbook and Software assignments)
2. I can use various media objects on a single topic to interpret that topic. (IPA Interpretive Task)
3. In a basic manner, I can give an opinion on a topic and provide a reason why I hold this opinion. (IPA Interpretive and Interpersonal task)
4. I can present information about one's personal cultural experiences. (IPA Presentational Task)
5. I can talk or write about something familiar that happened in the past. (IPA Presentational Task and Textbook assignments)

German 1101: Interpretive Task

“Kultur in Deutschland, eine weitere Perspektive” (Culture in Germany, another perspective)

I. Overview. Briefly look over your three objects (website, article, and PDF with graphics). You won't understand everything. That's okay. From your brief scan, answer the following questions.

1. How are the three objects connected?

2. What type of page is presented on the website?

- a. profile page for an employee at a company
- b. homepage for an artist
- c. profile page for a faculty member at an educational institution

3. The graphics in the PDF are part of...

- a. an advertisement campaign
- b. an art design exhibition
- c. a government information pamphlet

4. What is the purpose of the article?

- a. to announce and provide information about an event
- b. to report on current information in the news
- c. it is an opinion piece about politics

II. Key Word Recognition. Now you will spend more time with each object. Make a mental note of the words you understand, but don't be discouraged by the words you do not understand!

Task: In the 3 objects, find the German word/phrase that best expresses the meaning of each of the following English words/phrases:

Website

- 1) college : _____
- 2) communication design : _____
- 3) Guest professorship : _____
- 4) Honors / awards : _____
- 5) poster : _____

Graphics

- 1) East meets West : _____
- 2) mood and weather : _____
- 3) seniors in everyday life : _____
- 4) handling of problems : _____
- 5) beauty ideal : _____
- 6) anger : _____
- 7) lifestyle : _____
- 8) Sundays on the street : _____
- 9) three meals : _____
- 10) view of others : _____

Article (remember: phrases will not be direct translations!)

Paragraph 1

- 1) poster exhibition : _____
- 2) to show/point out : _____
- 3) cultural differences : _____
- 4) ways of thinking : _____
- 5) the color blue stands for : _____

Paragraph 2

- 6) translation hand book : _____
- 7) to get to know sth./so. better : _____
- 8) without right or wrong : _____

Paragraph 5

- 9) moved (to move) : _____
- 10) premiered a number of times internationally : _____
- 11) exhibited in museums worldwide : _____

III. Fact check. List five biographical facts about Yang Liu in the space below. Get three facts from the website and two facts from the article.

1. _____
2. _____
3. _____
4. _____
5. _____

IV. Key Ideas and Organization: Article. Identify the paragraph in which the following information can be found in the article.

- 1) When and how Yang Liu got the idea for her design project. Paragraph # _____
- 2) A description of the “Ost trifft West” project. Paragraph # _____
- 3) Visitor information about the exhibition. Paragraph # _____
- 4) Brief biographical and professional information about the designer. Paragraph # _____
- 5) Description of the book and the designer’s commentary on it. Paragraphs # _____ & _____

V. Inferences. “Read between the lines” to answer the following questions **in English**.

- 1) Why do you think Yang Liu made this design project and wanted to exhibit it?

- 2) “Ost trifft West” was exhibited at the *Auswärtiges Amt* (Federal Foreign Office of Germany). What was perhaps the rationale? In your opinion, what is the significance of this?

- 3) What image of Germans do the graphics present? What image of Chinese people do the graphics present? What do you think of this?

VI. Personal Reaction to “Ost trifft West”. Using information from the texts and graphics, describe your personal reaction to the design project “Ost trifft West” **auf Deutsch!** Be sure to provide reasons for your reactions. Answer at least 2 of the guiding questions below.

- Wie findest du das Designprojekt “Ost trifft West”? Was denkst du? Warum?
- Hast du eine Lieblingsgraphik? Findest du eine Graphik nicht gut?
- Für wen ist “Ost trifft West” interessant? Warum?
- Findest du die Grafiken klar und leicht zu verstehen? Oder unklar und schwer zu verstehen?

VII. Personal Reaction, further thought. Take a moment to reflect on your experiences in places where people from difference cultures live together. Yang Liu’s design project highlights cultural differences. Is this important or useful in a conversation about a multi-cultural society? Or is it unimportant or not useful? What do you think? Why? Use examples from the texts or graphics in your answers. **Respond in English.**

German 1101: Interpersonal Task

You and your partner are on the program committee of Vanderbilt's German Club. You have the opportunity to bring Yang Liu's "Ost trifft West" to Vanderbilt as an exhibition. You have to negotiate with your partner **auf Deutsch** whether or not you want to have the exhibition here. (You don't need to worry about a language barrier because the exhibition will be translated into English.) Your discussion should include the following elements:

- 1) Establish your personal opinion. Do you want to have the exhibition at Vanderbilt?
- 2) What are the reasons for or against?
- 3) Do you agree or disagree with your partner's reasons?
- 4) Come to a conclusion with your partner: yes or no?
 - a) If yes, which images do you want to have? Why?
 - b) If no, come up with a list of reasons why you do not think the exhibition should be at Vanderbilt.

German 1101: Presentational Task

Meine eigene kulturelle Erfahrung. Yang Liu lived first in China and then in Germany. The graphics in "Ost trifft West" were inspired by the things she experienced and observed in both places. However, as we are exploring in our German textbook, even short moves can result in big differences. We have all interacted with people from different cultures and gone to new places. Just being at Vanderbilt counts!

For this task, you will write (at least 200 words) about a past experience in which you learned about cultural difference or encountered a different way or life or tradition. Write your story **auf Deutsch** and use the past tense. You will then create your own graphic to accompany your description and post it on our Facebook Page. (Do not worry about the graphic! It can be as simple as finding two pictures on the internet, sticking them together, and giving them a label.) Give the graphic a title **auf Deutsch**.

Example: The US is the land of cars. For many Americans, a car is not a luxury, it is a necessity. I grew up with cars and I always drove cars. There was no life without a car. This was normal for me. Then I went to study in Germany. I did not have a car, but I did not need it. I rode the bus and the train. Most students did not have cars. I traveled around Europe without a car. No problem! I learned something new: I could have a life without a car.