

GERM100

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : GERM100 **Title :** German I
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course will introduce the student to the fundamentals of the German language using an online immersion technique developed by Rosetta Stone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading and writing exercises. The student will also learn about the cultures of German speaking nations. Please note the technical specifications below. These are required to interface with the online version of Rosetta Stone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions. * The ability to download and install the speech component. * A working microphone installed on the computer for speech recognition. * Access to streaming media is also required and should be confirmed before registering for the class.

Course Scope:

As the American Council on the Teaching of Foreign Languages points out, in its Statement of Philosophy for its *Standards for Foreign Language Learning in the 21st Century (1999)*: “Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language...”

In today’s dynamic environment, the ability to communicate in German makes candidates for employment or promotion stand out to leaders in many fields, such as management, government service, the military, medicine, law enforcement, ecology, international trade and banking, communications and journalism, missionary work, science and technology, and the travel industry. Because communicative ability in a language affords direct access and genuine insights to the cultures, ideas, and ideals of foreign nations, studying German contributes in a unique way to students’ education. The ability to communicate effectively in another language—especially when combined with a solid working knowledge of another field—can be both culturally and financially rewarding.

Our major focus is on learning to communicate appropriately in practical, culturally authentic

contexts. Students acquire knowledge (e.g., vocabulary phrases, verb forms, and sentence patterns), practice and demonstrate comprehension (through listening or reading and then responding appropriately), and apply what they have learned (through question and answer techniques which require them to speak or

write, using correct vocabulary, verb forms and sentence structures). Students are also, to a limited extent, asked to use their German to engage in role-playing and solve problems (and thus engage in analysis, synthesis, and evaluation).

In these courses, students gradually add to their repertoire of vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations. Both courses conclude with a general review and a comprehensive examination. In addition to preparing students for the examination, the review provides a retrospective overview which clarifies how the vocabulary, forms, culture, and conversational techniques learned in this course form a cohesive whole. The general review in German 100 shows how those topics relate to what will be studied in the continuation course, German 101.

Objectives

Students who successfully complete German 100 should be able to:

► (Listening Skills)

1. Distinguish all the sounds of German that are important to meaning.
2. Comprehend brief sentences expressed within the framework of high-frequency vocabulary, grammatical forms, and sentence structures.
3. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► (Speaking Skills)

1. Pronounce all the sounds of German and link sounds together in sentences with sufficient accuracy to be understood by German speakers.
2. Use high-frequency vocabulary, grammatical forms, and sentence structures to converse in brief sentences in everyday situations (such as greetings, asking for directions, answering short questions, expressing basic needs and reactions, exchanging information, or persuading others)

► (Reading Skills)

1. Comprehend non-technical, narrative German.
2. Accurately answer straightforward questions based on a reading passage.
3. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► (Writing Skills)

1. Compose in German a brief paragraph about an everyday topic, with the help of a dictionary and grammar book, without committing major errors and with sufficient clarity for German speakers to understand the paragraph the first time they read it.
2. Compose in German a succinct paragraph about an everyday topic, without using a dictionary or grammar book, with sufficient clarity for German speakers to understand the paragraph, even though the student might have committed certain errors, such as verb or adjective agreement.

► (Culture-related Skills)

1. Demonstrate basic knowledge of similarities and differences in the main aspects of the culture of German-speaking countries and corresponding aspects of life in the United States.
2. Demonstrate basic knowledge of culturally conditioned behavior patterns (such as formality or familiarity in addressing people, gestures used in greeting others, and table manners) and employ those patterns appropriately with German speakers.

Outline

Week 1: Introduction

Overview

Students will be able to pronounce the German alphabet sounds, count, identify major geographical German-speaking locations, identify pronouns, conjugate present tense verbs, and introduce oneself in German.

Learning Objectives

1. List reasons for taking German.
2. Identify useful sources in the Library Course Guide to aid learning.

Readings

Week 1 Rosetta Stone

- Unit One—Language Basics, Lesson One
- Unit One—Language Basics, Lesson Two

Week 1 Reading & Resources

Week 1 Lesson

Assignments

Week 1 Forum

Week 1 Oral Exercise

Week 1 Library Course Guide (optional)

Week 1 - Plagiarism Policy (extra credit)

Week 2: German Speaking Countries

Overview

Students will be able to explain differences between German, Austrian and Swiss cultural norms, business practices, and values; identify singular nouns and form the plural form of nouns; identify the nominative and accusative grammatical cases; determine the gender of nouns.

Learning Objectives

1. Recognize usage of German cases and gender.
2. Compare and contrast cultural differences among German speaking countries.

Readings

Week 2 Rosetta Stone

- Unit One—Language Basics, Lesson Three
- Unit One—Language Basics, Lesson Four

Week 2 Reading & Resources

Week 2 Lesson

Assignments

Week 2 Forums

Week 2 Rosetta Stone Unit 1

Week 2 Quiz

Week 3: Pronunciation

Overview

Students will be able to identify adjectives and begin to place adjective endings; conjugate the verbs sein and haben; negate with nicht and kein; employ ordinal numbers; discuss German art and architecture.

Learning Objectives

1. Demonstrate common German sounds.

Readings

Week 3 Rosetta Stone

- Unit Two—Greetings and Introductions, Lesson One
- Unit Two—Greetings and Introductions, Lesson Two

Week 3 Reading & Resources

Week 3 Lesson

Assignments

Week 3 Forums

Week 3 Oral Exercise

Week 3 Quiz

Week 4: Formality

Overview

Students will be able to express formality with the pronoun Sie and familiarity with the pronoun du in the appropriate situations; ask questions using the W question words; explore the German school system.

Learning Objectives

1. Apply the basic usage of Sie and du.
2. Analyze the cultural differences between German speaking countries and the U.S.

Readings

Week 4 Rosetta Stone

- Unit Two—Greetings and Introductions, Lesson Three
- Unit Two—Greetings and Introduction, Lesson Four

Week 4 Reading & Resources

Week 4 Lesson

Assignments

Week 4 Forums

Week 4 Rosetta Stone Units 1 & 2

Week 4 Quiz

Week 5: Professions

Overview

Students will be able to conjugate modal verbs and place them in the correct position; tell what job they have; discuss historical German figures and eras.

Learning Objectives

1. Summarize career goals in written paragraph form.
2. Produce an oral recording pronouncing German vocabulary with high accuracy.

Readings

Week 5 Rosetta Stone

- Unit Three—Work and School, Lesson One
- Unit Three—Work and School, Lesson Two

Week 5 Reading & Resources

Week 5 Lesson

Week 5 Forums

Week 5 Oral Assignment

Week 5 Quiz

Week 6: Free Time

Learning Outcomes

Students will be able to tell what they do in their free time; discuss German music from past and present; recognize commands (imperatives).

Learning Objectives

1. Implement modal verbs in the present tense.
2. Contrast how Germans spend their free time with leisure activities.
3. Apply new vocabulary to discuss love and relationships.
4. Illustrate imperative tense.

Readings

Week 6 Rosetta Stone

- Unit Three—Work and School, Lesson Three
- Unit Three—Work and School, Lesson Four

Week 6 Reading & Resources

Week 6 Lesson

Assignments

Week 6 Forums

Week 6 Rosetta Stone Units 1, 2, & 3

Week 6 Quiz

Week 7: Shopping

Overview

Students will be able to utilize separable prefix verbs, talk about their “favorite” things and tell where they like to shop.

Learning Objectives

1. Compare shopping habits of Americans and Germans.
2. Collect cultural information to complete a task.
3. Demonstrate comprehension of separable prefix verbs.

Readings

Week 7 Rosetta Stone

- Unit Four—Shopping, Lesson One
- Unit Four—Shopping, Lesson Two

Week 7 Reading & Resources

Week 7 Lesson

Assignments

Week 7 Forum

Week 7 Oral Exercise

Week 7 Quiz

Week 8: Food

Overview

Students will be able to identify common German foods and meals; practice reading a menu; write a conversation revolving around dining in German; discuss their family tree.

Learning Objectives

1. Apply new vocabulary to order off a menu in German.
2. Differentiate between German and American culinary traditions.
3. Apply new vocabulary to create a personal family tree, and describe the graphic orally.

Readings

Week 8 Rosetta Stone

- Unit Four—Shopping, Lesson Three
- Unit Four—Shopping, Lesson Four

Week 8 Reading & Resources

Week 8 Lesson

Assignments

Week 8 Forums

Week 8 Rosetta Stone Units 1, 2, 3, & 4

Week 8 Quiz

Evaluation

Grading:

Name	Grade %
Rosetta Stone	20.00 %
Week 2 - Rosetta Stone Unit 1	5.00 %
Week 4 - Rosetta Stone Units 1 and 2	5.00 %
Week 6 - Rosetta Stone Units 1, 2 and 3	5.00 %
Week 8 - Rosetta Stone Units 1, 2, 3 and 4	5.00 %
Forums	40.00 %
Week 1 - Introduction Forum	3.08 %
Week 2 German - Was machst du?	3.08 %
Week 2 Cultural - German region	3.08 %
Week 3 German - Kleidung	3.08 %
Week 3 Cultural - Art, Architecture	3.08 %
Week 4 German - Sie du Dialog	3.08 %
Week 4 Cultural - School	3.08 %
Week 5 German - Beruf	3.08 %
Week 5 Cultural - History	3.08 %
Week 6 German - Freizeit	3.08 %
Week 6 Cultural - Musik	3.08 %
Week 7 German - Lieblingsgeschaeft	3.08 %
Week 8 German - Essen	3.08 %
Written and Oral Assignments	20.00 %

Week 1 Oral Exercise	5.00 %
Week 3 Oral Exercise	5.00 %
Week 5 Oral Assignment	5.00 %
Week 7 Oral Exercise	5.00 %
Quizzes	20.00 %
Quiz Week 1	2.50 %
Week 2 Quiz	2.50 %
Week 3 Quiz	2.50 %
Week 4 Quiz	2.50 %
Week 5 Quiz	2.50 %
Week 6 Quiz	2.50 %
Week 7 Quiz	2.50 %
Week 8 Quiz	2.50 %
Extra Credit	1.00 %
Week 1-Read Plagiarism Policy and Submit Acknowledgement	1.00 %

Materials

Book Title: The RosettaStone materials will be provided via the classroom.

Author:

Publication Info: RosettaStone

ISBN: NTR

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions

for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.

- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.