

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE  
FACULTY OF HUMANITIES AND EDUCATION  
CENTRE FOR LANGUAGE LEARNING  
COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 1A GERMAN**

**SEMESTER: I**

**LEVEL: 1**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:**

This beginners' German course introduces students to the German language and some aspects of German culture and daily life. Classes, which will be delivered through synchronous sessions, will be conducted as far as possible in the target language to give students maximum exposure to the new language and culture. During the course, students develop an ability to communicate in German in basic situations relating to their personal lives.

The course assumes no prior knowledge of German. It is intended for the beginner who has never studied German. Upon completion of this course, students should have the knowledge and skills and demonstrate the attitudes expected at Level A1 of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in listening and speaking.

The course consists of four contact hours per week. In addition, students are expected to spend time on self-study to prepare for sessions and to review and consolidate work done during sessions. Students are also encouraged to develop a repertoire of strategies to promote their autonomy as active language learners.

**COURSE RATIONALE:**

Language learning at all levels and in all languages is normally intensive, requiring regular and frequent contact with the language both inside and outside the classroom. The aim of this course as every other language course offered by the CLL is to enable students to participate in the target language at the particular level. It is designed for people who are interested in interacting with German people in a way that will permit them to pursue social and professional goals in the German society. Thus, attention is paid to the way students behave as much as to their use of the language.

After becoming familiar with the course structure and expectations and the basics of the German language, students will be introduced to the writing system. Whether they are speaking, reading, or writing, students' daily performance will be the crucial factor in determining how well they do in this course. Once students are accustomed to performing in German in sessions, the course builds on this until students are comfortable using the language in front of strangers.

The course establishes a basic foundation that will allow students to continue their studies in German. Upon successful completion of this course, students will be eligible to begin German Level 1B.

### **COORDINATOR INFORMATION**

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**Office hours:** Mondays 2 pm to 4 pm & by appointment

### **Tutor information**

Ms Amanda Brandstetter – [amanda.f.brandstetter@gmail.com](mailto:amanda.f.brandstetter@gmail.com)

### **LETTER TO THE STUDENT**

Dear Student,

I warmly welcome you to this semester's Level 1A German course. The opportunity to learn a foreign/second language does not come easily for many people. I am delighted that you have the unique opportunity to learn some basic German and some aspects of the culture with us. We will help you develop your linguistic, communicative, and intercultural skills in a manner that will allow you to ultimately become an interactive, pragmatic, and functional user of German as you advance in your language learning. Your success in this course lies almost entirely in your own hands, because our teaching strategy aims to make you an autonomous learner who takes full charge of your own learning.

To achieve this, your instructor will have you and your peers engage in collaborative learning, especially in speaking, where you will be engaging in basic level communication with your peers in German. Practicing speaking during sessions with your colleagues will give you the opportunity to use the language regularly as it helps you to gradually attain the kind of automatism that native speakers of German have. In this effort, your instructor will serve as your language-learning facilitator while you take full charge of your own independent learning of the language. Remember to have your textbook for each session.

For those enrolled in remote classes, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

I wish you a fruitful and rewarding language-learning experience with us throughout this

semester.

Warm regards,  
Your tutor

### **IMPORTANT NOTICE TO STUDENTS**

**You are hereby prohibited from reproducing, re-publishing, re-broadcasting, reposting, re-transmitting or transferring in whole or in part any Course Outlines, Course Materials or Lectures which have been provided to you as part of your course of study at The University of the West Indies (The UWI), without the prior permission of The UWI its authorised agents or copyright holders.**

### **CONTENT:**

This course focuses on situations and activities that students would most likely encounter early in the language learning process. Below is an indicative list of communicative skills and grammar the course will cover.

*The course calendar presents information on all aspects of the course in greater detail.*

#### **Communicative skills**

- Topics such as introductions, description of people and places, expressing likes and dislikes

#### **Grammar**

- Alphabet, verb forms, adjectives, adverbs, numbers, dates, times, question forms

### **GENERAL OBJECTIVES**

This course intends to help students to perform at the Level of the CEFR Basic User A1.

The A1 user can:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type;
- Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has;
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **LEARNING OUTCOMES:**

By the end of this course, students will be able to:

- Identify some basic elements of the sound and writing system and the grammar of the target language.
- Recognise familiar words and phrases concerning themselves and their immediate surroundings in the spoken language.
- Interact orally in a simple way to address their immediate needs or discuss familiar

topics.

- Use the language to communicate while carrying out a limited range of predictable and simple language tasks.

### **ASSIGNMENTS:**

Typical assignments

Students will be required to:

- Listen and respond to basic information e.g. familiar words about oneself and family, greetings, farewells, expressions of politeness etc.
- Recognise and respond to greetings using simple salutations; ask and respond to simple questions; use simple sentences to describe oneself, family members, friends etc.
- Identify specific information such as numbers, days of the week and places on signs, notices, posters, in short texts etc.
- Complete simple biographical information, such as nationality, age etc.

### ***Synchronous Online Sessions***

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

### **COURSE ASSESSMENT:**

**Assessment for this course will take place in person at the CLL in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.**

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

|  |                             |
|--|-----------------------------|
| <b>Test 1</b><br><b>Week 7</b><br><b>(45%)</b>   | Oral Test 1 (15 marks)      |
|  | Writing Task 1 (10 marks)   |
|  | Reading Quiz 1 (10 marks)   |
|  | Listening Quiz 1 (10 marks) |
| <b>Test 2</b><br><b>Weeks 13</b><br><b>(50%)</b> | Listening Quiz 2 (15 marks) |
|  | Reading Quiz 2 (10 marks)   |
|  | Writing Task 2 (10 marks)   |
|  | Oral Test 2 (15 marks)      |

|                                |                                |
|--------------------------------|--------------------------------|
| <b>Participation<br/>(5 %)</b> | <b>Participation (5 marks)</b> |
|--------------------------------|--------------------------------|

**1. Test 1 45% (Week 7)**

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

**2. Test 2 (Weeks 13): 50%**

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

**3. Participation: (5 %)**

Participation and attendance. **5 marks**

| <b>ATTENDANCE AND PARTICIPATION RUBRIC</b> |  |
|--|--|
| <b>5 marks</b>                             | Student attended at least 10 sessions and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette. |
| <b>4 marks</b>                             | Student attended at least 8 or 9 sessions and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.  |
| <b>3 marks</b>                             | Student attended 6 or 7 sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.   |
| <b>2 marks</b>                             | Student attended 5 sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.  |

|               |   |
|---------------|---|
| <b>1 mark</b> | Student attended less than 5 sessions. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette. |
|---------------|---|

### **ACADEMIC INTEGRITY**

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

### **COURSE EVALUATION:**

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

### **TEACHING/LEARNING STRATEGIES:**

*Interactive sessions:* While some sessions will involve direct teaching, language classes are not lecture-type classes, but sessions requiring the active participation of all learners. The synchronous online sessions will therefore be highly interactive with tutors using and encouraging the use of the target language.

*Use of target language:* A defining characteristic of a modern communicative language programme is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Students will be expected to recognise and use German in a way which is consistent with the competence of an A1 learner.

*Development of learner autonomy:* An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. This autonomy will be guided and developed alongside their online synchronous sessions. At this level, for example, students are encouraged to develop and apply appropriate language-learning strategies to support communication in German. Students' learning experience will usually involve exposure to various forms of language learning technology, both in and outside of sessions.

*Collaborative work:* Finally, students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

### **RESOURCES:**

**Texts:** Required

Niebisch, Daniela. *Schritte International Neu 1*. Kursbuch Arbeitsbuch. Vol. 1, Hueber Verlag GmbH., 2016. ISBN: 978-319-301082-7

**Internet URLs:**

Deutsche Welle: <http://www.dw.com/en/learn-german/level-a1/s-13227>

**COURSE CALENDAR:**

| Week | Content   |
|------|---|
| 1    | <b>Introduction &amp; Lektion 1 Guten Tag. Mein Name ist...</b><br>Course Overview<br>Important semester dates<br>Introduction of self and others<br>Grammar: Sentence Structure<br>Alphabet- Practice of pronunciation                   |
| 2    | <b>Lektion 1 Guten Tag. Mein Name ist...</b><br>Reinforce letter pronunciation and spelling practice.<br>Asking and answering questions for personal information<br>Grammar: Conjugating verbs<br>Useful Expressions<br>Useful Vocabulary |
| 3    | <b>Lektion 2 Meine Familie</b><br>Asking and answering questions about one's well-being.<br>Family members<br>Grammar: Possessive adjectives<br>Numbers from 1 to 20<br>Language Practice   |
| 4    | <b>Lektion 2 Meine Familie</b><br>Understanding questions and simple personal information<br>Where are you from?<br>Learning about German-speaking countries<br>Grammar: Conjugation of regular verbs & haben/sein                        |
| 5    | <b>Lektion 3 Essen und Trinken</b><br>Everything around food<br>Grammar: indefinite article and negation<br>Vocabulary: Singular and Plural<br>Writing a shopping list<br>Costs and measurements  |
| 6    | <b>Lektion 3 Essen und Trinken</b><br>Talking about favourite drinks and meals<br>Reading a simple recipe<br>Grammar: Forming Yes/No Questions<br>Vocabulary: Conjugation   |
| 7    | <b>REVISION AND PRACTICE</b><br><b>Reading comprehension test 1</b><br><b>Listening comprehension test 1</b><br><b>Writing test 1</b><br><b>Oral test 1</b>   |
| 8    | <b>Lektion 4 Meine Wohnung</b><br>Describing Houses and Apartments  |

|    |  |
|----|--|
|    | Counting to a Million<br>Vocabulary: Names of Rooms and Furniture and Appliances<br>Grammar: Definite articles and gender<br>Negation with <i>nicht</i><br>Personal pronouns |
| 9  | <b>Lektion 4 Meine Wohnung</b><br>Vocabulary: Colours- Adjectives<br>Grammar: The verb <i>gefallen</i><br>Expressing likes and dislikes<br>Reading real estate ads           |
| 10 | <b>Lektion 5 Mein Tag</b><br>Times of day<br>Reading the clock<br>Talking about activities<br>Vocabulary: separable verbs<br>Grammar: Temporal preposition                   |
| 11 | <b>Lektion 5 Mein Tag</b><br>Conjugation of separable verbs<br>Talking about one's daily routine.<br>Making an appointment   |
| 12 | <b>REVISION AND PRACTICE</b>   |
| 13 | <b>Reading comprehension test 2</b><br><b>Listening comprehension test 2</b><br><b>Writing test 2</b><br><b>Oral test 2</b><br><b>Cultural experience</b>                    |

### ADDITIONAL INFORMATION

#### Attendance policy

Students must attend 75% of classes in order to be eligible for the final test.

### HOW TO STUDY FOR THIS COURSE

Attendance is compulsory, not only because students may be debarred from the final test if they are present for fewer than 75% of sessions, but also because language learning is incremental. Students need to work at their language learning regularly, both in class and outside of sessions in order to consolidate what they have learnt. German with its use of gender and additional alphabet characters can be a challenge to beginners.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.



- Remember to spend some time on all the skills, giving preference to listening and speaking and then making time to practise your characters when writing is introduced.
- Listen to German YouTube clips, television stations and podcasts in English, or in German with English subtitles, to immerse yourself in the culture and to prepare for the day when you will have enough understanding of the language to begin listening in the target language.

### **GRADING SYSTEM:**

The following is The UWI's mark scheme:

| <b>Grade</b> | <b>GPA</b> | <b>Mark%</b>  | <b>Grade</b> | <b>GPA</b> | <b>Mark%</b> |
|--------------|------------|---------------|--------------|------------|--------------|
| <b>A+</b>    | <b>4.3</b> | <b>90-100</b> | <b>C+</b>    | <b>2.3</b> | <b>55-59</b> |
| <b>A</b>     | <b>4.0</b> | <b>80-89</b>  | <b>C</b>     | <b>2.0</b> | <b>50-54</b> |
| <b>A-</b>    | <b>3.7</b> | <b>75-79</b>  | <b>F1</b>    | <b>1.7</b> | <b>40-49</b> |
| <b>B+</b>    | <b>3.3</b> | <b>70-74</b>  | <b>F2</b>    | <b>1.3</b> | <b>30-39</b> |
| <b>B</b>     | <b>3.0</b> | <b>65-69</b>  | <b>F3</b>    | <b>0.0</b> | <b>0-29</b>  |
| <b>B-</b>    | <b>2.7</b> | <b>60-64</b>  |              |            |              |