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**COURSE OBJECTIVES:**
German 301 is designed to review and expand your knowledge of German language structure – grammar and syntax – and to extend your comprehension and communicative abilities in the language. Specifically, the course will target reading comprehension and the ability to discuss written material thoughtfully. Culturally, this class will focus on German identities in the post-WWII period.

Students will:
- develop numerous reading strategies to enhance comprehension skills; e.g., passive vocabulary, information scanning techniques,
- be able to demonstrate an understanding of certain grammatical structures such as case, gender, pronouns, infinitive constructions and prepositions,
- enhance their active vocabulary,
- apply interpretive strategies to different kinds of written materials in order to distinguish between semantic contexts,
- develop an understanding for the cultural specificity of German-speaking, central Europe as it has changed since World War II.

**REQUIRED TEXTS:**
Rankin and Wells, *Handbuch zur deutschen Grammatik.* (either 3 or 4th editions)  
Some readings and ancillary materials will be posted for you in a Deutsch 301 folder on the academic volume.  
The path to this folder is as follows:
   - Academic File Server  
   - Modern Languages  
   - Michelle Mattson  
   - Public  
   - Deutsch 301

**GRADING:**

- Class Participation 15%  
- Homework/Preparation 15%  
- Grammar and Vocabulary Quizzes 15%  
- Tests (four) 40%  
- Reading Portfolio 15%  

**Coursework elements:**
Class participation: Since language is learned through interaction with others, you must attend class to learn. Also, since class participation forms a substantial part of your grade, you cannot establish a record of active participation if you are not in class. You are expected to be in class for all sessions. While I realize that there may be legitimate conflicts, frequent and/or extended absences will hinder not only your ability to participate in class discussions, but also your opportunity to work with the course materials. Students may have two unexcused absences during the semester. For all other absences students must notify me (via telephone or e-mail or in class) and provide credible excuses. (I reserve the right to require written excuses for medical or family reasons.) More than four absences for the semester will result in a 1/3 drop in your course grade (e.g. an “A-” would drop to a “B+” ). Further absences will also have an impact on your final grade. Any student who misses more than 30% of class sessions will automatically fail the course. The instructor reserves the right to count as an absence frequent or extreme tardiness.

Homework/Preparation: Class sessions will be boring, fruitless, and stifling if students do not come to class prepared. If you are having trouble completing the assignments, please consult with the instructor. Written assignments should be turned in on the day for which they were assigned. The instructor is under no obligation to grade late assignments.

Grammar and Vocabulary Quizzes: There will be regular short quizzes (generally one a week) that will primarily address vocabulary and grammar review.

Tests: There will be four or five tests (depending on the pace of the course). These tests will cover our readings and will examine your ability to read unfamiliar material and to work with written texts in a variety of ways (simple comprehension, interpretation, grammatical understanding).

Reading Portfolio: You will be required to compile a reading portfolio over the course of the semester. You will collect outside readings from various sources – the internet, periodicals, secondary literature (such as encyclopedia articles, etc.). Over the course of the semester, you must collect nine outside readings. Of the nine, two items must be from a print source, e.g., a book, journal, newspaper, etc. – many are available in the library; two encyclopedia articles; two internet sources, and one literary text (consult the instructor if you need suggestions). The instructor will make suggestions for the portfolios materials, but the idea is to pursue topics raised in the class that fit your interests that have to do with aspects of post-WWII German-speaking cultures. For instance, if you are a biology student, consider collecting articles on topics related to science. If you are interested in literature, consider looking for more information on the authors we will discuss and/or touch on during the semester. Please note the distribution of deadlines throughout the semester for collecting the material. [While you must meet the deadlines for adding to your portfolios, you may draw your outside readings from material we cover throughout the semester.]

Reaction Papers: For each reading, you will write a reaction paper. The reaction papers and photocopies of the readings must be collected and organized well in your portfolio.

All reaction papers should include the following: 10-15 sentences summarizing the item; 20 new vocabulary items (articles and plurals with nouns; infinitives, participles and auxiliaries for verbs); a list of comprehension aides in the text, e.g., pictures, headings, cognates, graphs, etc. [please describe how
Each item helped you understand the text; and, finally, complete bibliographical information for your text. Consult the MLA Handbook for proper bibliographic citation practices in the modern languages.

*Two of the reaction papers* must include a short essay (one double-spaced page; 1-in margins; 12 pt. font) which will require more detailed thinking and more formal writing about the issues in the text. Essays will be rewritten for content, language and grade improvement, and for inclusion in the reading portfolio. **Note on deadlines:** The first of the longer reaction papers must be completed by October 2\textsuperscript{nd}. The second must be completed by November 27\textsuperscript{th}. They can be done before this too, but not after these deadlines.

**Academic Honesty:** Be aware that your work for this course should conform to Honor Code. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without prior consent of all instructors concerned, sabotaging another's work, and unauthorized collaboration (such as substantial rewriting of an essay by another) on assignments or exams. **Please note:** you are not allowed to seek help from others (except from me) for the first drafts of any written work. Do not use internet translators! You may use the online dictionary LEO, but do so sparingly since it is not always reliable and often gives you way too many options which you will not be able to evaluate.

**Tenative Schedule for Exams and Reading Portfolio:**

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<th>Prüfungen:</th>
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<tr>
<td>Prüfung 1 – Sept. 27</td>
<td>Nationalhymnen und deutsche Identitäten</td>
<td>Verben</td>
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<td>Prüfung 2 – Oct. 18</td>
<td>Was ist heute deutsch?</td>
<td>Kasus, Artikel, Pronomen</td>
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<td>Prüfung 3 – Nov. 8</td>
<td>Die Wende</td>
<td>Konjunktionen und Wortstellungsfragen</td>
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<td>Prüfung 4 – Dec. 6</td>
<td>Religion in Deutschland</td>
<td>Konjunktiv und Passiv</td>
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**Reading Portfolio**

Deadlines for outside readings to be done: the deadlines listed below and may be grouped together. These deadlines will, thus, simply insure that you finish all of them in a timely fashion.

Reading 1 – Sept. 6
Reading 2 – Sept. 20
Reading 3 – Oct. 2
Reading 4 – Oct. 16
Reading 5 – Oct. 30
Reading 6 – Nov. 15
Reading 7 – Nov. 27
Readings 8 and 9 – Dec. 6

(Reading selections may be turned in at any point before