SAINT MARY'S UNIVERSITY SINCE 1802

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CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2024
May 8 - June 26, 2024

GRMN 5448: German Language Teaching & Learning (6 credit hours)

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Office hours   With CSSG team members by appointment in the afternoon (2:00 to 4:00 p.m.)

Time   Classroom hours: Monday-Friday 9:00 a.m. to 12:30 p.m. Some student presentations and course activities will take place in the afternoons.

Texts   1. Funk, H., Kuhn, C., Skiba, D., Spaniel-Weise, D., & Wicke, R. E. *DLL04: Aufgaben, Übungen, Interaktion*. München: Klett, 2017.
2. Rössler, D., & Würffel, N. *DLL05: Lernmaterialien und Medien*. München: Klett, 2014.
3. Textbook, grammar book, &/or novel from corresponding German language course (either GRMN 3446 or GRMN 4446)
4. Dictionary of your choice recommended (preferably German-German).
5. Additional reading material may be distributed by the instructor.

Course description
This course is an intensive German second language teacher education course taught primarily in German. This professional development opportunity brings together components of the Goethe-Institut series *Deutsch Lehren Lernen (DLL)* with a unique university immersion language learning program, the Canadian Summer School in Germany (CSSG). The *DLL* series was developed in collaboration between the Goethe-Institut and several German universities. During the immersion phase, course participants will work with *DLL* modules 4 and 5, focusing on instructional activities, interaction, materials, and media related to authentic content and cultural experiences.

This 6-credit course can be transferred and count toward a B.A., B.Ed. degree or a graduate degree in Education or German Studies. The course will include classroom observations of Canadian university learners of German at the CSSG, supervised interventions in CSSG classes, individual and group consultations, a homestay with a German family, cultural excursions with the CSSG, and, if possible, interaction with members of the DaF program at

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the Universität Kassel and/or teachers in local schools. The course materials, instruction, and assignments will be in German and possibly also in English.

Course objectives
This course is designed to improve participants' understanding and application of second language teaching principles and pedagogical content knowledge through classroom instruction, reflective classroom observation, and collaborative projects, as well as immersion experience. Participants will explore the teacher's role in the interactive classroom, classify, analyze, and integrate various activities for speaking, writing, listening, and reading, and understand the characteristics of textbooks, text types, and other media for effective language learning and teaching based on proven theoretical models. Participants will gain insight into teaching and learning German through classroom observation, guided reflection, experiential learning, application of theory, and project work. Participants will also enhance their own German language skills, specifically as relating to everyday interaction, classroom language, and language awareness. Further development of knowledge about German culture, society, and/or history for the purpose of instruction in Canada is also integral to this course.

Prerequisite
Two years of German study at a Canadian university or equivalent, including one year of Intermediate German and preferably one year of Advanced-level German. While German curricula vary, we assume that students coming into this course have studied all major grammatical structures.

Course instruction
This is a team-taught course by Canadian professors with the cooperation of other members of the CSSG team as well as local coordinators and partners. This means that, even though specific professors will assign you specific tasks, you will be taught and supervised by any and all professors and instructors. Any of the professors could mark your assignments, and you can also contact any professor for help with class work, placement inquiries, or any other issue pertaining to the course.

Language agreement
The CSSG is an immersion program. It is therefore essential that students demonstrate a commitment to communicate solely in German during all CSSG activities. If a CSSG instructor hears a student speaking a language other than German, the instructor will remind the student to revert to speaking German. Each week, students and the CSSG team will anonymously nominate a student who has shown an exceptional commitment to speaking only German outside of the classroom (the nomination must include the name and circumstance). This student will receive a token of recognition for their efforts to uphold the CSSG Language Agreement.

Grading policies, required work, and policy for late assignments
Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to actively and effectively participate in a wide variety of language related activities, both in and out of the classroom. You are expected to come to class every day, be prepared to interact in German in a variety of situations, keep up with the material, complete and hand in assigned homework when due, and take exams and quizzes.

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We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. You begin with the basics and through study and practice you advance to greater complexity. The key expression is meaningful practice, especially in tune with other speakers, or learning by working collaboratively with others. Therefore, this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. As a result, the quality of the education you receive as well as your ultimate performance in this class will depend on the amount and quality of your own effort, as well as willingness to engage with others. ***Late assignments will be accepted; however, 10% will be deducted for each day past due. Always communicate with your instructor in these situations.

Evaluation:

Language course components		
• Pre-course assignment and resubmission	2.5% - 5%*	
• Language learning/teaching journal	15%	
• Homework (either writing tasks or grammar*)	5% - 7.5%*	45%
• Quizzes	2.5% - 5% - 7.5%*	
• Midterm oral exam	2.5%	
• Final exam (including final oral exam)	12.5%	
General program component		5%
• Peer evaluation & support	5%	
Teaching & learning component		
• Teaching observations & DLL readings	10%	
• Lesson / unit development plans	2.5% + 2.5%	50%
• Lesson implementation and reflection x 2	10% + 10%	
• Applied pedagogical content knowledge project	15%	

*Grade amounts & tasks marked with an asterisk (*) are negotiated at the start of the course.

Assignment dates
- Pre-course assignment (due on the **first day of the orientation** in Hann. Münden; the resubmission is due within a week of receiving feedback).
- Language learning diary (for **due dates**, refer to the language course syllabus).
- Homework (more or less **daily**).
- Quizzes (the dates for the 4 quizzes will be negotiated and announced in the language class).
- Midterm oral examination is on **June 3**.
- Final exam is on **June 24**.
- Peer evaluation & support takes place on **May 10, 22, and June 6, 20**.
- Teaching observations will take place *no fewer than* **10 times and *up to* 14 times in May and June** (**with one date in each of May and June** used for the teaching demonstration). Dates currently set aside include **May 15, 17, 22, 28** (and up to three others in May) and **June 4, 7, 11, 17, 18, 19, 20**.

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- Readings and observations will be divided into 6 phases, with each reading completed before the corresponding observations (see below under **Immersion teaching observations and *DLL* Reports**). Self-reflective notes / reports based on the immersion teaching observations and readings will be submitted 5 times across the program (**see below**). Discussions of the reflections will take place at a time negotiated between the instructor and student. The sixth self-reflective report is replaced by the project.
- Lesson development plans are due **once each in May and June** at least one day before the demonstration.
- Lesson implementations will take place **once each in May and June** and the reflections will be due within two days of implementation (with the second no later than **June 22**).
- Applied pedagogical content knowledge project is due **June 24**, *or sooner*.

Assignments and evaluation criteria
Pre-course assignment. (2.5% - 5%) All students must research 5 places in Kassel as well as 1 place in Bamberg and 1 in Berlin that they would like to visit and write (in German) why these places are interesting to them. This assignment will be the basis for other assignments in the course, including oral presentations. You are required to write approximately 150 words on each place and use the internet, correspondence with the host family, travel guides, etc. as resources. **DO NOT copy and paste sentences from these resources but use your own words** and cite your sources. The purpose of the pre-course assignment is to familiarize yourself with these cities and allow the instructor to assess your writing skills. You are required to use complex sentence structures, i.e., subordinate and relative clauses, different tenses (where necessary), appropriate vocabulary, etc. You will discuss your text with the instructor who will provide you with feedback on how to improve your writing skills, grammar, etc. Students may hand in a revised version on a later date agreed upon with the instructor.

Language learning/teaching diary. (15%) The objective of the language learning diary is to improve your writing skills and active vocabulary. Furthermore, the diary will give you the opportunity to critically reflect on your personal language acquisition process, your development of cultural awareness, and to develop your thoughts and opinions about your interactions and experiences in Germany, in general, and Kassel, in particular. Feel free to include creative work such as anecdotes, poems, songs, etc. You can write about any topic, but try to link that topic to your personal linguistic and intercultural development and please write at least four times, even if briefly, about your interaction with your tandem partner. Also, use the language diary to incorporate and practice newly learned vocabulary. When you focus on your language acquisition, you are encouraged to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed (especially any learned in class), 3) record any new words or phrases heard and even picked up, 4) identify gaps in your language and look up words or phrases that would have facilitated communication, 5) explain whether the communication was successful (i.e., "Did you achieve what you set out to?") and whether there was any new cultural learning involved, and 6) set/adjust personal learning goals (i.e., identify and tackle common errors, set targets for speaking more often and in more varied places, strive to activate new vocabulary, use more complex sentences, ask more questions, etc.). This assignment will also provide feedback about your learning progress to the instructor and aids in designing customized tasks. You

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will hand in the language learning diary 4 times accounting for four new entries (minimum of one full page each, double-spaced, and no more than two pages for each entry). If the submission deadline falls on a travel date you may submit the diary on the following Monday. However, you need to inform your instructor to get permission. By writing frequently in a low-stakes environment, you will develop more fluency in your German writing skills. Your journal will be graded on the breadth and depth of your reflections, accuracy, complexity, as well as overall comprehensibility.

The fifth (and last) submission (2 pages, double-spaced) is a reflection on your intercultural and language learning progress and development. You are required to use your past journal entries to reflect on your learning journey in the program. Do you notice any development between your first journal entries and later entries (language learning, intercultural learning)?

Homework (5% - 7.5%), Quizzes (2% - 5% - 7.5%), Midterm oral examination (2.5%), and Final exam (12.5%). Refer to the syllabus for the corresponding language course for details of these assignments and course components. Students in this course will be exempt from writing the essay component in the final exam.

Peer evaluation & support. (5%) Across the program, students will engage with one another to set personal learning goals and support one another in striving toward them. You will meet with a series of other students from the program on 4 occasions (during the afternoons of **May 10, 22, & June 6, 20**). On these occasions, you will use a worksheet provided to you to self-evaluate and discuss your motivations, goals, and learning strategies with a peer who will complete that worksheet on your behalf. Peers will not evaluate each other, rather they will take notes, offer personal feedback, and help you stay focused on your learning goals. After each meeting, you will submit the report about you to your instructor who will grade it based on task completion and depth of engagement. You will receive each report back so that you can refer to them when engaging with another peer on the next peer evaluation day.

Immersion teaching observations and *DLL* readings & reports. (10%) Written notes and self-reflections are due on the dates below. These notes and reflections may take the form of bullets, questions, spontaneous responses, assertions, etc. The reflections will also incorporate the readings from the *DLL* books.

Reading 1 (*DLL* 4, pages 7-47) completed **before May 15**; Report 1 due on **May 21**.
Reading 2 (*DDL* 4, pages 48-83) completed **before May 22**; Report 2 due on **May 29**.
Reading 3 (*DLL* 4, pages 84-125) completed **before June 4**; Report 3 due on **June 5**.
Reading 4 (*DLL* 5, pages 7-81) completed **before June 7**; Report 4 due on **June 12**.
Reading 5 (*DLL* 5, pages 82-124 *or* 125-160) completed **before June 17**; Report 5 due on **June 19**.
Reading 6 (*DLL* 4, page 126-156) completed **before June 19**; Project due on **June 24**, *or sooner*.

Lesson development plans. (2.5% + 2.5%) Students will develop two part-lesson or lesson plans (**one each in May and June**) based on their observations of the CSSG courses and

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their readings from the *DLL* books. The topic, nature, and duration of each part-lesson or lesson will be negotiated with one of the CSSG instructors. The plans must be written up in a formal manner and include each of the following points (even if briefly): the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and/or tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, assessment, and self-assessment. Students must consult with the course instructor upon completing the plans and before implementing them.

Lesson implementations and reflections. (10% + 10%) Students are required to implement the abovementioned (part-)lesson plans and write a reflection on the experience of teaching each plan. The reflections must be concise and self-critical (which may be positive!), taking a minimum of one and a half pages, double-spaced, and no more than two and a half pages. It must be mindful of the lesson as planned and focus on the lesson as taught, it must indicate strengths and weaknesses, successes and aspect for improvement or change. Potential implementation dates: **June TBD**. The reflection is due on **June 21**.

Applied pedagogical content knowledge project. (15%) Students will complete an applied pedagogical cultural knowledge project for sharing with members of the CSSG team. The project may refer to any aspect of teaching German language and culture as experienced during observations while at the CSSG. The project must follow the nature of a *broadly* developed lesson or unit plan that would be applicable to a German as a foreign language course in Canada, either at school or university level. The plan must be written up in a formal manner and include the proposed learning goals, the teaching cycle/framework with pedagogical justification (incl. relevance and purpose), teacher and student actions (including all input, exercises and tasks, reporting or reflection, form focus activities, etc.), content, materials, required teacher's classroom language, assessment and other relevant aspects of lesson planning. Ideally, the project should indicate how it can be integrated into a given course syllabus at a given educational level. The project is due **June 24**, *or sooner*.

Grading:

Descriptor	Letter Grade	Quality Points	Percentage Equivalent
Excellent	A+	4.3	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal Pass	D	1.0	50-59
Fail or withdrawal after deadline	F	0.0	0-49

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***Any student may request feedback on the current status of her/his overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed).

CSSG behaviour agreement
All students are required to sign the CSSG Behaviour Agreement and are also bound by the Saint Mary's University Code of Student Conduct. Please see the Documents section of the CSSG website for these documents. Please refer to the University *Academic Calendar* for the Code of Student Conduct.

Academic integrity, offences, regulations, and appeals:
Students are reminded of the regulations on special examinations and academic integrity as outlined in the Saint Mary's University *Calendar*. Plagiarism, cheating, misrepresentation of facts, and participation in such acts are viewed as serious academic offences by the University. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Please refer to the University *Calendar* for information on the University's definitions of these offences. Information on grade appeals can be obtained from the *Calendar*.

Use of translating services (e.g., Google Translate) or generative artificial intelligence services (e.g., ChatGPT) is not allowed under any circumstance. These are not dictionaries and are not considered good resources for learning languages: They will not help you learn to use German independently and confidently, and the results they present are often inappropriate for the specific communicative context, difficult to understand, or simply wrong. If you use one of these services, your instructor will know because the service will inevitably use vocabulary and grammatical structures beyond your current level of knowledge. The use of such services is not allowed in this course at any time. Your instructor(s) will treat instances of suspected use of translation or AI services as cases of academic misconduct. Please refer to the University Calendar for information on the University's definitions of these offences.

Recording of lectures
Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Specialized support and disability services
Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their professor and must have written documentation of their disability from their home university.

Cell phone use
Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom. Digital dictionaries or smart phones are permitted for checking single words and basic expressions. They are not permitted for sentence-length translation and during quizzes and exams.