



*School of English, Journalism
and European Languages*

Faculty of Arts

**HEG208
German Language Skills 2B**

Semester 2, 2010

Unit Outline

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CRICOS Provider Code: 00586B

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Unit description

This second year unit is the continuation of HEG207 German 2A. Employs a communicative method and a thematic approach to bring students to an intermediate level of competence in contemporary German. It gives equal weight to all four macroskills: listening, reading, speaking and writing.

Intended learning outcomes

On completion of this unit, you should be able to:

1. Demonstrate knowledge of German vocabulary, idioms and grammatical structures through recall
2. Interpret meaning of written texts at an intermediate level
3. Use a repertoire of grammatical structures and rules at an intermediate level to solve active communication problems
4. Use knowledge and communication strategies at an intermediate level (expression, structure, and fluency) to create oral and written sentences in order to communicate effectively

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge: *through learning advanced structures and idioms of German language*

Communication skills: *through practice of both active and passive communication in the German language, regular assignments and frequent class interactions*

Problem-solving skills: *through the development and application of rules and paradigms to solve communication problems*

Global perspective: *through the study of texts on a range of German cultural and social themes*

Social responsibility: *through the study of texts on a range of German cultural and social themes*

Alterations to the unit as a result of student feedback

The University of Tasmania regularly requests feedback from students through the Student Evaluation of Teaching and Learning (SETL) process. Changes to units stemming from student responses to texts and teaching strategies are regularly implemented in the School of English, Journalism and European Languages.

Prior knowledge &/or skills

Pre-requisite HEG207 or equivalent.

Learning expectations and teaching strategies/approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Teaching and learning strategies

1. Formal yet interactive delivery of key grammatical structures
2. Frequent group and collaborative oral activities
3. Regular practice of aural comprehension through audio
4. Students are encouraged to use supplementary online written, audio and video material
5. Regular feedback on progress through marked exercises

Learning resources required

Requisite texts

Rankin/Wells: *Handbuch zur deutschen Grammatik* Fourth Edition, Houghton Mifflin, USA, 2004

Rankin/Wells; *Arbeitsheft, Handbuch zur deutschen Grammatik* Fourth Edition, Houghton Mifflin, USA, 2004

Recommended reading

German-English Dictionary

Details of teaching arrangements

Lectures/Intensive sessions

A timetable for this unit can be found here:

http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEG208&EventType=L&year=2010

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Specific attendance/performance requirements

Students are expected to attend all classes. Students who fail to attend classes may be disadvantaged.

Assessment

Assessment schedule

Assessment task	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1: Weekly assignments (homework)	Weekly	10%	1,2,3,4
Assessment Task 2: One in –class Tests	Week 4	15%	1,2,3,4
Assessment Task 3: Aural/Oral exam	Week 13	15%	1,3,4
Assessment Task 4: 3-hour examination	Examination Period	60%	1,2,3,4

Assessment details

Assessment task 1

<i>Task description</i>	Weekly assignments (homework)
<i>Assessment criteria</i>	Please refer to the criteria sheet for this task which is attached to this unit outline.
<i>Date due</i>	<i>Weekly on Friday until 5pm</i>

Assessment tasks 2

<i>Task description</i>	In –class tests
<i>Assessment criteria</i>	Please refer to the criteria sheet for this task which is attached to this unit outline.
<i>Date due</i>	Week 4

Assessment task 3

<i>Task description</i>	Oral/Aural Exam
<i>Assessment criteria</i>	Please refer to the criteria sheet for this task which is attached to this unit outline
<i>Date due</i>	<i>Week 13</i>

Assessment task 4: Exam

Description / conditions	<i>One three hour examination.</i> Please refer to the criteria sheet for this task which is attached to this unit outline.
Assessment criteria	Please refer to the criteria sheet for this task which is attached to this unit outline
Date	<i>The exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage (>Examinations and Results) on the University's website.</i>

Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office and the School website. **Assignments submitted without a completed, signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet should be completed within two weeks of the assignment due date.

Assignments must be submitted in hard copy (not by email) via the assignment slot at the School office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Assignment cover sheets can downloaded from
http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Penalties

Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

Honours and postgraduate coursework units (400, 500 and 600 level)

Late submissions will be penalised as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day.

Honours and postgraduate research project units (400 and 700 level)

Honours and postgraduate research project submission due dates are treated as the equivalent of exam dates and therefore, late submissions will not be accepted.

Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

How your final result is determined

Undergraduate and Postgraduate Coursework units

Your marks for each of the assessment tasks will be added together as a mark out of 100. Any assessment tasks not completed will not be included in the calculation of your final result. Final results are subject to moderation.

In order to pass this unit a student must achieve at least 50% of the required assessment.

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The English, French and German disciplines use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to: <http://www.utas.edu.au/ejel/referencing.html>

For general information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/referencing>

Please read the following statements on academic misconduct and plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:

<http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building
Sandy Bay campus, Hobart

Tel: (03) 6226 2347
Fax: (03) 6226 7631
Email: SEJEL.admin@utas.edu.au
<http://www.utas.edu.au/ejel>

Unit schedule

Week	Date beginning	Topic	Readings / Resources	Further information
14	12 July	<i>Handbuch zur deutschen Grammatik: Kapitel 14 and 15</i>	Handbuch zur deutschen Grammatik	
15	19 July	<i>Handbuch zur deutschen Grammatik: Kapitel 16 and 17</i>		
16	26 July	<i>Handbuch zur deutschen Grammatik: Kapitel 18 and 19</i>		
17	2 August	<i>Handbuch zur deutschen Grammatik: Kapitel 20</i>		Test
18	9 August	Handbuch zur deutschen Grammatik: Kapitel 20 and 21	Census Day – 10 August	
19	16 August	<i>Handbuch zur deutschen Grammatik: Kapitel 21 and 22</i>		
20	23 August	<i>Handbuch zur deutschen Grammatik: Kapitel 23 and 24</i>		
				Mid Semester break
21	6 September	<i>Handbuch zur deutschen Grammatik: Kapitel 24 and 25</i>		
22	13 September	<i>Handbuch zur deutschen Grammatik: Kapitel 25</i>		
23	20 September	<i>Handbuch zur deutschen Grammatik: Kapitel 26</i>		
24	27 September	<i>Handbuch zur deutschen Grammatik: Kapitel 27</i>		
25	4 October	Handbuch zur deutschen Grammatik: <i>Kapitel 28 a</i>		
26	11 October	Handbuch zur deutschen Grammatik: <i>Kapitel 29 and 30</i>		Aural/Oral Examination
Study period: 18 – 22 October 2010				
Examination period: 23 October – 9 November 2010				

Second year German unit, HEG208 German 2B: Weekly Exercises criteria sheet

Synopsis of the tasks (Homework).

These weekly exercises involve writing short essays on a set topic or completion of a set of grammatical exercises, or a reading comprehension, or an oral presentation.

Table 1: Match between objectives/learning outcomes and criteria for the various tasks

Objectives	Task specific criteria
On completion of this unit, you should be able to:	To complete this task you should:
1. Demonstrate knowledge of German vocabulary, idioms and grammatical structures through recall.	<ul style="list-style-type: none">• Recall vocabulary and grammatical structures
2. Interpret meaning of written texts at an intermediate level.	<ul style="list-style-type: none">• Write appropriate answers for the questions relevant to the text.
3. Respond to spoken German at an intermediate level	<ul style="list-style-type: none">• Respond and converse in a coherent manner.
4. Use a repertoire of grammatical structures and rules to solve active communication problems at an intermediate level.	<ul style="list-style-type: none">• Use a repertoire of known strategies.
5. Use knowledge and communication strategies at an intermediate level (expression, structure, and fluency) to create short oral and written tasks.	<ul style="list-style-type: none">• Use intermediate knowledge and communication strategies.

Assessment task 1: Weekly assignments (homework)

Student Name: _____

Student number: _____

CRITERIA	HD (High Distinction)	DD (Distinction)	CR (Credit)	PP (Pass)	NN (Fail)
	With respect to the exercises involving: <ul style="list-style-type: none"> - Knowledge of appropriate vocabulary / German equivalents. - Application of grammatical structures and rules - Written communication: expression, word choice, fluency, sentence structuring. - Oral communication: expression, word choice, fluency, sentence structuring and pronunciation 				
Recall vocabulary	<ul style="list-style-type: none"> • you demonstrate <i>comprehensive knowledge</i> by correctly identifying and using the <i>most precise</i> and <i>grammatically correct</i> German equivalents. 	<ul style="list-style-type: none"> • you demonstrate <i>broad knowledge</i> by correctly identifying and using <i>precise</i> German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>mostly</i> correctly identifying and using German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>partially identifying</i> and using German equivalents that are <i>partially correct</i>. 	<ul style="list-style-type: none"> • you provide <i>some</i> German equivalents.
Use a repertoire of known strategies	<ul style="list-style-type: none"> • you <i>consistently</i> identify and <i>correctly</i> apply all known strategies relevant to the communication task. 	<ul style="list-style-type: none"> • you identify <i>most of the relevant</i> known strategies and <i>correctly</i> apply them to the communication task. 	<ul style="list-style-type: none"> • you identify many <i>relevant</i> known strategies and apply them <i>mostly correctly</i> to the communication task. 	<ul style="list-style-type: none"> • you identify known strategies and apply them to the communication task. 	<ul style="list-style-type: none"> • you <i>partially</i> identify <i>some</i> known strategies
Use basic knowledge and communication strategies	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>highly fluent, well-structured</i> and <i>idiomatically precise</i> communication. 	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>mostly fluent, well-structured</i> communication that is <i>mostly idiomatically precise</i>. 	<ul style="list-style-type: none"> • you use communication strategies to provide a <i>mostly fluent</i> and <i>structured</i> communication. 	<ul style="list-style-type: none"> • you use some communication strategies to provide a <i>structured</i> document. 	<ul style="list-style-type: none"> • you <i>partially</i> use some communication strategies.
Assessed by:		Grade:			

Assessment task 2: In class test

Student Name: _____

Student number: _____

CRITERIA	HD (High Distinction)	DD (Distinction)	CR (Credit)	PP (Pass)	NN (Fail)
	With respect to the exercises involving: <ul style="list-style-type: none"> - Knowledge of appropriate vocabulary / German equivalents. - Application of grammatical structures and rules - Written communication: expression, word choice, fluency, sentence structuring. - Oral communication: expression, word choice, fluency, sentence structuring and pronunciation 				
Recall vocabulary	<ul style="list-style-type: none"> • you demonstrate <i>comprehensive knowledge</i> by correctly identifying and using the <i>most precise</i> and <i>grammatically correct</i> German equivalents. 	<ul style="list-style-type: none"> • you demonstrate <i>broad knowledge</i> by correctly identifying and using <i>precise</i> German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>mostly</i> correctly identifying and using German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>partially identifying</i> and using German equivalents that are <i>partially correct</i>. 	<ul style="list-style-type: none"> • you provide <i>some</i> German equivalents.
Use a repertoire of known strategies	<ul style="list-style-type: none"> • you <i>consistently</i> identify and <i>correctly</i> apply all known strategies relevant to the communication task. 	<ul style="list-style-type: none"> • you identify <i>most of the relevant</i> known strategies and <i>correctly</i> apply them to the communication task. 	<ul style="list-style-type: none"> • you identify many <i>relevant</i> known strategies and apply them <i>mostly correctly</i> to the communication task. 	<ul style="list-style-type: none"> • you identify known strategies and apply them to the communication task. 	<ul style="list-style-type: none"> • you <i>partially</i> identify <i>some</i> known strategies
Use basic knowledge and communication strategies	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>highly fluent, well-structured</i> and <i>idiomatically precise</i> communication. 	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>mostly fluent, well-structured</i> communication that is <i>mostly idiomatically precise</i>. 	<ul style="list-style-type: none"> • you use communication strategies to provide a <i>mostly fluent</i> and <i>structured</i> communication. 	<ul style="list-style-type: none"> • you use some communication strategies to provide a <i>structured</i> document. 	<ul style="list-style-type: none"> • you <i>partially</i> use some communication strategies.
Assessed by:		Grade:			

Assessment task 3: Aural/Oral exam

Student Name: _____

Student number: _____

CRITERIA	HD (High Distinction)	DD (Distinction)	CR (Credit)	PP (Pass)	NN (Fail)
	With respect to the exercises involving: <ul style="list-style-type: none"> - Knowledge of appropriate vocabulary / German equivalents. - Application of grammatical structures and rules - Written communication: expression, word choice, fluency, sentence structuring. - Oral communication: expression, word choice, fluency, sentence structuring and pronunciation 				
Recall vocabulary	<ul style="list-style-type: none"> • you demonstrate <i>comprehensive knowledge</i> by correctly identifying and using the <i>most precise</i> and <i>grammatically correct</i> German equivalents. 	<ul style="list-style-type: none"> • you demonstrate <i>broad knowledge</i> by correctly identifying and using <i>precise</i> German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>mostly</i> correctly identifying and using German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>partially identifying</i> and using German equivalents that are <i>partially correct</i>. 	<ul style="list-style-type: none"> • you provide <i>some</i> German equivalents.
Use a repertoire of known strategies	<ul style="list-style-type: none"> • you <i>consistently</i> identify and <i>correctly</i> apply all known strategies relevant to the communication task. 	<ul style="list-style-type: none"> • you identify <i>most of the relevant</i> known strategies and <i>correctly</i> apply them to the communication task. 	<ul style="list-style-type: none"> • you identify many <i>relevant</i> known strategies and apply them <i>mostly correctly</i> to the communication task. 	<ul style="list-style-type: none"> • you identify known strategies and apply them to the communication task. 	<ul style="list-style-type: none"> • you <i>partially</i> identify <i>some</i> known strategies
Use basic knowledge and communication strategies	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>highly fluent, well-structured</i> and <i>idiomatically precise</i> communication. 	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>mostly fluent, well-structured</i> communication that is <i>mostly idiomatically precise</i>. 	<ul style="list-style-type: none"> • you use communication strategies to provide a <i>mostly fluent</i> and <i>structured</i> communication. 	<ul style="list-style-type: none"> • you use some communication strategies to provide a <i>structured</i> document. 	<ul style="list-style-type: none"> • you <i>partially</i> use some communication strategies.
Assessed by:		Grade:			

Assessment task 4: 3 hour examination

Student Name: _____

Student number: _____

CRITERIA	HD (High Distinction)	DD (Distinction)	CR (Credit)	PP (Pass)	NN (Fail)
	With respect to the exercises involving: <ul style="list-style-type: none"> - Knowledge of appropriate vocabulary / German equivalents. - Application of grammatical structures and rules - Written communication: expression, word choice, fluency, sentence structuring. - Oral communication: expression, word choice, fluency, sentence structuring and pronunciation 				
Recall vocabulary	<ul style="list-style-type: none"> • you demonstrate <i>comprehensive knowledge</i> by correctly identifying and using the <i>most precise</i> and <i>grammatically correct</i> German equivalents. 	<ul style="list-style-type: none"> • you demonstrate <i>broad knowledge</i> by correctly identifying and using <i>precise</i> German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>mostly</i> correctly identifying and using German equivalents that are <i>mostly grammatically correct</i>. 	<ul style="list-style-type: none"> • you demonstrate knowledge by <i>partially identifying</i> and using German equivalents that are <i>partially correct</i>. 	<ul style="list-style-type: none"> • you provide <i>some</i> German equivalents.
Use a repertoire of known strategies	<ul style="list-style-type: none"> • you <i>consistently</i> identify and <i>correctly</i> apply all known strategies relevant to the communication task. 	<ul style="list-style-type: none"> • you identify <i>most of the relevant</i> known strategies and <i>correctly</i> apply them to the communication task. 	<ul style="list-style-type: none"> • you identify many <i>relevant</i> known strategies and apply them <i>mostly correctly</i> to the communication task. 	<ul style="list-style-type: none"> • you identify known strategies and apply them to the communication task. 	<ul style="list-style-type: none"> • you <i>partially</i> identify <i>some</i> known strategies
Use basic knowledge and communication strategies	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>highly fluent, well-structured</i> and <i>idiomatically precise</i> communication. 	<ul style="list-style-type: none"> • you <i>consistently</i> use strategies to provide a <i>mostly fluent, well-structured</i> communication that is <i>mostly idiomatically precise</i>. 	<ul style="list-style-type: none"> • you use communication strategies to provide a <i>mostly fluent</i> and <i>structured</i> communication. 	<ul style="list-style-type: none"> • you use some communication strategies to provide a <i>structured</i> document. 	<ul style="list-style-type: none"> • you <i>partially</i> use some communication strategies.
Assessed by:		Grade:			