

## GERMAN 350: CONVERSATION & PHONETICS

Texts: *Conversation in German: Points of Departure*, by  
Bonnell/Sedwick.

*Das Aussprachewörterbuch/Duden Vol.6* (2005): ISBN 3-411-  
04066-1

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### Expected Learning Outcomes:

Upon completion of the course, it is expected, in conjunction with the  
objectives

given in the *Course Objectives and Assessment* table, that students will:

- have refined their ability to pronounce German correctly by having learned to understand and work with the International Phonetic Alphabet
- be performing at ACTFL Level Intermediate-High (ACTFL = American Council on the Teaching of Foreign Languages. The guidelines this organization has developed for measuring language competency have been adopted by academic, governmental, and commercial institutions involved in foreign language instruction. For more information please consult [www.actfl.org](http://www.actfl.org) ). As regards the targeted four skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows:

- **Listening:**

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

- **Speaking:**

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

- **Reading:**

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

- **Writing**

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

- have refined their oral communication skills and aural comprehension skills through development and enactment of

situation-specific dialogues and through audio-visual, online, and software materials.

- have expanded their basic vocabulary and acquaintance with elements of German culture

**Procedure:** The reading selections and their target vocabularies will serve as springboard to prompt attempts at oral expression which will then be refined through role-playing simulations. Online-, audiovisual-, and software materials will be used to augment the text and to increase exposure to aspects of German culture. Pronunciation will be practiced with regard to the norms catalogued in the Duden *Aussprachewörterbuch*.

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#### Course Objectives and Assessments

OBJECTIVE	ASSESSMENT
290-3-3-.11(2)(a)1.(i) Knowledge of grammatical organization (phonology, orthography, morphology, vocabulary, and syntax) and textual organization (cohesion, coherence, and rhetorical organization) for receiving and producing original and accurate messages in the target language.	Exercises using Duden and exercises in conversation text. Quizzes/Tests/Exams. Webcape. Exams and assignments based on conversation topics. Homework. Modified oral proficiency interview. Class discussion.
290-3-3-.11(2)(a)1.(ii) Knowledge of pragmatics (the effect of context on language) for appropriate usage of the target language in different language-specific settings.	Exams and assignments based on conversation topics.
290-3-3-.11(2)(a)1.(iii) Knowledge of travel and study opportunities in the target culture or in pseudo-immersion experiences for maintaining and improving proficiency.	Exams and assignments based on conversation topics. Quizzes/Tests/Exams.
290-3-3-.11(2)(a)2.(i) Ability to receive and produce original and accurate messages in all three modes (interpersonal, interpretive, presentational), employing knowledge of grammatical and textual organization of the target language.	Quizzes/Tests/Exams. Homework exercises.
290-3-3-.11(2)(a)2.(ii) Ability to use pragmatics to receive and produce messages in the target language that are appropriate for different	Quizzes/Tests/Exams. Homework exercises. Exams and assignments based on conversation topics.

situations and for different people.	
290-3-3-.11(2)(a)2.(iii) Ability to observe similarities and differences between languages when immersed in authentic language settings.	Quizzes/Tests/Exams. Homework exercises. Exams and assignments based on conversation topics.
290-3-3-.11(2)(b)1.(i) Knowledge of target culture practices including daily life, customs, and cultural patterns.	Exams and assignments based on conversation topics.
290-3-3-.11(2)(b)1.(ii) Knowledge of target culture perspectives including values, patterns of thought, beliefs, and cultural assumptions.	Exams and assignments based on conversation topics.
290-3-3-.11(2)(b)1.(iii) Knowledge of target culture products including art forms; geography and history; social, economic, political, and religious institutions; ecology, and technology.	Exams and assignments based on conversation topics.
290-3-3-.11(2)(b)2.(iii) Ability to use tools of inquiry to discover similarities and differences between native and target culture products such as geography, political institutions, and ecology.	Exams and assignments based on conversation topics. Quizzes/Tests/Exams. Homework exercises.

**Grade:** Your final grade will be determined as follows:

Vocabulary and Phonetics Quizzes:	15%
Tests:	15%
Midterm Exam:	15%
Final Exam:	25%
Participation:*	30%

\**Participation* includes: attendance, homework, MOPI interview(s) & class participation.