

GERMAN 353
COMMERCIAL GERMAN

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Office Hours: TBA

TEXT: *Deutsche Wirtschaftssprache für Amerikaner, Third Edition:*
 ISBN 0-471-30947-8

OBJECTIVES: Development of students' abilities in the following areas:

1. the vocabulary of commercial German
2. speaking, listening, reading, and writing proficiency
3. cross-cultural differences in the commercial sector

PROCEDURE: The text materials will be equally divided over two semesters (GR 353-GR 403 Sequence), and will be covered in the following manner:

Step 1: Introduction of text article in **DWA** with emphasis on new vocabulary and mastery of same; checking comprehension (question/answer format). Homework: designated exercises to be prepared in writing.

Step 2: Review of above; sentence-building drills, making use of cognate items and synonym/antonym pairs; practice giving definitions of new terms. Homework: write out designated exercises. Study new vocabulary and maintain running inventory of same.

Step 3: Review of above; vocabulary quiz (15 min.); clarification of specific grammatical aspects of the business language specimen under review. Homework: write out designated exercises.

Step 4: Practice in composing business letters. Homework: compose a brief business letter in German. Ideally, vocabulary and information gleaned from **DWA** should be applied.

Step 5: Review of techniques of composing business letters, coordinated with presentation/discussion of letters written as homework assignment; vocabulary quiz (15 min.); general review of exercises in **DWA**. Homework: prepare for quiz on material covered in *Steps 1-5*.

Step 6: Brief review (10 min.) before quiz (40 min.). Homework: begin reading next article in **DWA**.

EXPECTED STUDENT LEARNING OUTCOMES:

Upon completion of GR 353, it is expected, in conjunction with the objectives given in the *Course Objectives and Assessment* table, that students will:

- have a command of the vocabulary, business issues and language structures involved in **DWA**, and will be able to apply this knowledge in conversation and in composing business letters in German. Upon completion of GR 353, it is expected that students will 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). 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.

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.	Homework exercises in <i>DWA</i> . MOPI and Webcape Exams. Quizzes/Midterm Exam/Final Exam. Business letters. Participation.
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.	Business letters. Webcape Exams. Quizzes/Midterm Exam/Final Exam. Participation.
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.	Business letters. Readings in <i>DWA</i> .
290-3-3-.11(2)(a)2.(i) Ability to receive and produce original and accurate	MOPI Exams. Business letters.

messages in all three modes (interpersonal, interpretive, presentational), employing knowledge of grammatical and textual organization of the target language.	
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 situations and for different people.	MOPI Exams. Business letters.
290-3-3-.11(2)(a)2.(iii) Ability to observe similarities and differences between languages when immersed in authentic language settings.	MOPI Exams. Business letters.
290-3-3-.11(2)(b)1.(i) Knowledge of target culture practices including daily life, customs, and cultural patterns.	Readings in <i>DWA</i> . Business letters.
290-3-3-.11(2)(b)1.(ii) Knowledge of target culture perspectives including values, patterns of thought, beliefs, and cultural assumptions.	Readings in <i>DWA</i> . Business letters. Participation.
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.	Readings in <i>DWA</i> . Business letters. Participation. Quizzes/Midterm Exam/Final Exam.
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.	Readings in <i>DWA</i> . Business letters. Participation.

GRADE: Your final grade will be determined as follows:

<i>QUIZZES:</i>	25%
<i>MIDTERM Exam:</i>	25%
<i>FINAL Exam:</i>	25%
<i>BUSINESS LETTERS:</i>	15%
<i>PARTICIPATION:</i>	10%

Speaking and listening abilities will be assessed on an ongoing basis, with frequent feedback both in class and in office hours, as well as through a Modified Oral Proficiency Interview (MOPI) to be conducted at the beginning and end of the semester. The results of this interview will be used in assessing your progress and in advising you as to the most appropriate follow-up course. In addition, you will take the **Webcape Placement Exam** in the Foreign Language Lab, or online at [\[http://webcape.byuhtsc.org/nwcregister.php?acct=una\]](http://webcape.byuhtsc.org/nwcregister.php?acct=una), **twice**: once during the first week of class, and once again during the final week of class. This will provide me, and you, a measure of your achievement and appropriate placement level for continuing study in the language.