

# ***Intermediate Reading Proficiency***

GERM 315 – Section 1

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Sprechstunden: Mo., 11.00-12.00 / Do., 10.00-11.00

Raum: CCC 124 / ITV

Treffzeit: Dienstag/Donnerstag, 11.00-12.15

## I. Kursbeschreibung

In diesem Kurs haben wir ein Hauptziel: sehr viel zu lesen. Wir lernen neue Lesestrategien und werden allerlei Texte besprechen, zusammenfassen, und analysieren. Wie immer lernen wir etwas über deutschsprachige Kulturen und die Geschichte der deutschsprachigen Völker. Die Hauptsache ist aber, dass wir die Flüssigkeit und Genauigkeit des Lesens verbessern. Daraufhin können wir auf Wunsch die Grammatik wiederholen. Wenn Sie ein bestimmtes Thema wiederholen möchten, bitte fragen Sie.

Wir achten in diesem Kurs auf die ACTFL Reading Proficiency Standards. Wir wollen, dass Studenten als Leser der deutschen Sprache Fortschritt von Intermediate Mid bis Advanced Low schaffen. Sehen Sie die ACTFL Standards unten.

## II. Ein Buch zu kaufen:

Zeh, Juli. 2013. *Corpus Delicti*. btb-Verlag: München.

## **General Education Program Global Awareness Designation**

Dieser Kurs bietet die Gelegenheit an, deutsch-sprachige Kulturen zu lernen und zu erfahren. Wir vergleichen die Sprache und die Kulturen, von denen wir lernen mit unseren eigenen Kulturen und Sprachen. Ein Text zu verstehen, heißt ihn linguistisch zu enträtseln und als Teil einer Kultur zu verstehen. Weltweite Verbundenheit wird so konzeptualisiert und erfahren in diesem Kurs, wenn Studenten deutsche Kulturen per Texte, Kommunikation, und Experimentation verstehen.

*Und nun auf Englisch...*

## **Enduring Understanding & Skills**

*GERM 315 students will understand that...*

- Reading is an analytical and interactive undertaking.
- Reading is a multifaceted activity which leads to the encounter with the Other and the self.
- Reading is an art and/ or a form of experimentation which can fulfill creative aspirations within us.
- Reading nurtures self-expression.
- Reading promotes autonomous learning.

## **The American Council on the Teaching of Foreign Languages (ACTFL) Reading Proficiency Standards – [Advanced Level](#)**

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

## **ACTFL Reading Proficiency Standards – [Intermediate level](#)**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

### **Department of World Languages and Literatures Program Learning Outcomes**

#### **WLL PLO 1 Oral Communication**

Students will be able to create oral comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

#### **WLL PLO 2 Written Communication**

Students will be able to create written comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.

#### **WLL PLO3 Interpretative Communication**

Students will be able to understand, interpret and evaluate authentic material in the target language in its written and spoken form on a variety of topics at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.

#### **WLL PLO4 Intercultural Competency**

Students will be able to compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and their own.

WLL PLO5 Communities

Students will be able to justify the usage of the target language beyond the school setting.

#### UWSP General Education Program Global Awareness Learning Outcomes:

- GEP GA LO 1 Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- GEP GA LO 2 Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- GEP GA LO 3 Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

#### UWSP General Education Program Critical Thinking Pilot Learning Outcomes:

- GEP CT LO 1 Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
- GEP CT LO 2 Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

#### German 315 Course Learning Outcomes (CLOs)

*and their alignment to the Department of World Languages and Literatures Program Learning Outcomes and General Education Program Global Awareness and Critical Thinking Learning Outcomes:*

#### **With deliberate effort on their part, students in German 315 will be able to:**

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CLO 1: Continually build students' oral and written communication skills in the target language  
*Aligned with WLL PLO 1—Oral Communication & PLO 2—Written Communication*

CLO 2: Apply diverse reading strategies  
*Aligned with WLL PLO3—Interpretative Communication*

CLO 3: Apply linguistic analysis to determine sentence structures and identify time frames of narration  
*Aligned with WLL PLO3—Interpretative Communication*

CLO 4: Discuss the role of culture in reading comprehension  
*Aligned with WLL PLO4—Intercultural Competency and GEP GA LO 1*

CLO 5: Analyze how language and culture contribute to global interconnectedness  
*Aligned with WLL PLO4—Intercultural Competency and GEP GA LO 2*

CLO 6: Apply critical thinking skills to: a) analyze diverse types of communication, b) draw connections, and c) further expand communication  
*Aligned with WLL PLO3—Interpretative Communication & GEP CT LO 1 & LO2*

CLO 7: Demonstrate curiosity and empathetic insight about relationship of language to culture.  
*Aligned with GEP GA LO 3 and WLL PLO5—Communities*

## II. Aufgaben (auf Deutsch wieder)

Unten finden Sie den Kursplan. Wenn wir uns Dienstags und Donnerstags treffen, sollen Sie schon die Seiten gelesen haben, die Hausaufgaben fertig haben, und bereit sein zu sprechen.

## III. Noten

Die Note wird am Ende des Semesters folgenderweise gerechnet:

**35% Oral Work:** Listening comprehension exercises, video recordings and audio commentaries to peers, live interviews with the instructor and peers.

**35% Written Work:** Quizzes on reading strategies and reading comprehension, composing readings' summaries and analyses, reflecting on cultural references and connections, providing discussion ideas, etc.

**30% Final Project:** Finding independently a future text for this course and developing a pre-reading activity, a comprehension quiz, making a visual organizer for the text, writing its short summary, and providing an explanation of the text's cultural references and its relevance to the course.

## IV. Sonstiges (auf Englisch)

**ACADEMIC DISHONESTY:** All work for this class should reflect your work. Using online translation packages (such as Google Translate) is not admissible. Please read Chapter 14 of the Wisconsin Administrative Code "Student Academic Standards and Disciplinary Procedures" that applies to all students to see penalties for any infraction of academic integrity ([www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf](http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf)).

**STUDENTS WITH DISABILITIES:** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with your instructor soon. Please provide an "Accommodations Request" letter from the Office of Disability Services to validate the need for the accommodation.