



# GMN 104

## Introductory German I

S1 External 2015

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Brangwen Stone

[brangwen.stone@mq.edu.au](mailto:brangwen.stone@mq.edu.au)

W6A 329

Please refer to the information in iLearn.

Ulrike Garde

[ulrike.garde@mq.edu.au](mailto:ulrike.garde@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This is the first of three introductory German units intended for students with little or no previous knowledge of German. The book used in these units follows a communicative approach with additional audio and written material to be worked on at home. The unit includes material on general cultural aspects of life in Germany and provides a thorough grounding in the basic structures of the language. Four classes per week. Assessment is by online tests, assignments and examination.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)

Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required

Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"

Spoken Interaction: • interact in a simple way • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics

Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## Assessment Tasks

Name	Weighting	Due
<u>4 Tests</u>	20%	Weeks 2, 5, 8, 10
<u>4 Assignments</u>	25%	Weeks 4, 6, 9, 11
<u>Class Participation</u>	10%	Throughout semester
<u>Final Exam</u>	45%	TBA

### 4 Tests

Due: **Weeks 2, 5, 8, 10**

Weighting: **20%**

**Tests** must be completed in class (internal students) or within the timeframe outlined on iLearn (external students). As a general rule, make up tests will not be granted without a valid and documented reason (e.g. medical certificate).

On successful completion you will be able to:

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"
- Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## 4 Assignments

Due: **Weeks 4, 6, 9, 11**

Weighting: **25%**

**Assignments** must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalized by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

On successful completion you will be able to:

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"
- Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## Class Participation

Due: **Throughout semester**

Weighting: **10%**

iLearn online activities, attendance, preparation for, and participation in class/ on-campus session.

On successful completion you will be able to:

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated

phrases and sentences • use simple connectors such as "and" or "but"

- Spoken Interaction: • interact in a simple way • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
- Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## Final Exam

Due: **TBA**

Weighting: **45%**

**Examination Period:** Students enrolled in units that require them to sit for compulsory examinations

(to be held during business hours) during the official examination period must not arrange to go away

before the end of the exam period. Exams could be scheduled for Saturdays during that period.

Do not

expect that alternative examination arrangements can be made for you. The only exceptions to this are:

- a) members of the armed forces who must go away on duty;
- b) students representing Australia or the University in a national or international sporting or cultural event;
- c) students proceeding to a period of study in a foreign country, associated with their Macquarie program of study.

On successful completion you will be able to:

- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"
- Spoken Interaction: • interact in a simple way • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
- Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## Delivery and Resources

	Stream 1	Stream 2	Stream 3
	Tues 11-1 W6B 222	Tues 11-1 W6A 104	Tues 2-4 W6B 201
	Thurs 11-1 W6B 225	Thurs 11-1 W6B 201	Thurs 9-11 W6B 201

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

**Punctuality:** Please arrive on time for classes. Arriving late is very disruptive. All classes start five minutes past the hour. If you should arrive late, it is your responsibility to find out what you have missed.

**Attendance** at all classes is part of the participation mark for on-campus students. Students absent due to illness or other valid reasons should notify the relevant staff member.

**Preparation:** Students are expected to prepare the course work to be covered in class in advance, as set out in programs or announced in class.

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Required texts:

- Author: Tschirner et al. Title: Kontakte Student Edition + Workbook/Lab Manual Pack  
ISBN: 0073386340 Edition: 7

Recommended texts:

- Zorach, C. & Melin, Ch. English Grammar for Students of German. The Olivia and Hill Press

### UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

#### Online Unit

**Login** is via: <https://ilearn.mq.edu.au/> Using your Student ID number and your MyMQ Portal password.

**Is my unit in iLearn?:** <http://help.ilearn.mq.edu.au/unitsonline/> Use this link to check when your online unit will become available.

## Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

## Unit Schedule

This unit covers Kapitel 1-4 of the Kontakte textbook. Please find an up to date Semesterplan on iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"



- Spoken Interaction: • interact in a simple way • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
- Spoken Production: • produce simple, mainly isolated, phrases about people and places (for example: provide information on living or school/university conditions, daily routines, likes/ dislikes)

## **Assessment tasks**

- 4 Tests
- 4 Assignments
- Class Participation
- Final Exam

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
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## **Assessment tasks**

- 4 Tests

- 4 Assignments
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- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"

### Assessment tasks

- 4 Tests
- 4 Assignments
- Class Participation
- Final Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"

### Assessment tasks

- 4 Tests

- 4 Assignments
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- Final Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"
- Spoken Interaction: • interact in a simple way • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
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### Assessment tasks

- 4 Tests
- 4 Assignments
- Class Participation
- Final Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Listening: • follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning (for example: basic information re personal details, family, weather, seasons, leisure etc.)
- Reading: • understand very short, simple texts one single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
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## **Assessment tasks**

- 4 Tests
- 4 Assignments
- Class Participation
- Final Exam