



# GMN 133

## Introductory German III

S3 External 2017

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Convenor Susana Catalina Prat <a href="mailto:susana.catalina@mq.edu.au">susana.catalina@mq.edu.au</a>
Credit points 3
Prerequisites GMN105
Corequisites
Co-badged status
Unit description This external unit is the third of three introductory German units, which completes study towards CEFR Level A2. In this unit students complete the work with the textbook and complete a range of additional tasks in the online learning platform iLearn with a particular focus on reading, writing and listening skills. Students are strongly encouraged to attend an on-campus session at the end of the unit. 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: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).

Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Writing: write complete sentences with main and sub-ordinate clauses relating to matters

in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assignment 1</a>	17%	No	See iLearn
<a href="#">Assignment 2</a>	17%	No	See iLearn
<a href="#">Assignment 3</a>	17%	No	See iLearn
<a href="#">Final examination</a>	45%	No	29 January 2018
<a href="#">Participation</a>	4%	No	ongoing

### Assignment 1

Due: **See iLearn**

Weighting: **17%**

Assignments are compulsory and must be submitted on time. Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

On successful completion you will be able to:

- Listening: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

### Assignment 2

Due: **See iLearn**

Weighting: **17%**

Assignments are compulsory and must be submitted on time. Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

On successful completion you will be able to:

- Listening: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## Assignment 3

Due: **See iLearn**

Weighting: **17%**

Assignments are compulsory and must be submitted on time. Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

On successful completion you will be able to:

- Listening: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## Final examination

Due: **29 January 2018**

Weighting: **45%**

This compulsory examination will be conducted **at the given date, online between 5pm and 7.10pm.**

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 a Macquarie University program of study.

On successful completion you will be able to:

- Listening: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## Participation

Due: **ongoing**

Weighting: **4%**

Participation in online components.

On successful completion you will be able to:

- Listening: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which

consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## Delivery and Resources

**This unit is conducted online only. You will find all relevant tasks and activities on iLearn under GMN133.**

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

#### Required texts:

- Author: Tschirner et al. Title: *Kontakte Student Edition + Workbook/Lab Manual Pack*  
ISBN: 9780070274372 Edition: 8

#### Recommended texts:

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

### UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

#### Unit webpage

[ilearn.mq.edu.au](http://ilearn.mq.edu.au)

Please ensure that your computer is able to play sound files and check the correct browser settings, particularly before the examination.

## Unit Schedule

This unit covers Kapitel 12 of the *Kontakte* textbook and the corresponding exercises in *Connect - online*. Please find an updated *Semesterplan* in 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://www.mq.edu.au/about\\_us/](http://www.mq.edu.au/about_us/)

[offices\\_and\\_units/information\\_technology/help/](#).

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

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

#### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

#### Assessment tasks

- Assignment 1
- Assignment 2



- Assignment 3
- Final examination
- Participation

## 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: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## 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: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local

geography, employment, the body, illnesses and accidents, and society).

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## **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 short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination

- Participation

## 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 outcome

- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## 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: understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, the body, illnesses and accidents, and society).
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters

in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## **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**

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active

participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write complete sentences with main and sub-ordinate clauses relating to matters in areas of immediate relevance; give reasons and explanations, and establish a time line of event by using the relevant connectors.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Final examination
- Participation

## **Changes since First Published**

<b>Date</b>	<b>Description</b>
24/11/2017	Convenor