GMN 104
Introductory German I
S1 Day 2016
Dept of International Studies

Contents

General Information .................................. 2
Learning Outcomes .................................. 2
Assessment Tasks .................................... 3
Delivery and Resources ............................. 6
Unit Schedule ....................................... 7
Policies and Procedures .............................. 7
Graduate Capabilities ............................... 8

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General Information

Unit convenor and teaching staff
Convenor
Brangwen Stone
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W6A 329
Please refer to the information in iLearn.

Ulrike Garde
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
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, working towards CEFR Level A1. Four contact hours 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://students.mq.edu.au/important-dates

Learning Outcomes

1. 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.)

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

3. Writing: • ask for, or convey, personal details in written form • write simple isolated phrases and sentences • use simple connectors such as "and" or "but"
4. 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

5. 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Tests</td>
<td>20%</td>
<td>Weeks 2, 5, 8, 10</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>25%</td>
<td>Weeks 4, 6, 9, 11</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Final Test</td>
<td>35%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Oral Test</td>
<td>10%</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

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).

This Assessment Task relates to the following 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 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.

This Assessment Task relates to the following 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 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, Homework (on Connect German), attendance, preparation for, and participation in class/ on-campus session.

This Assessment Task relates to the following 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)

Final Test
Due: Week 13
Weighting: 35%

Internal and external students enrolled in units are required to sit a compulsory **final online test**
(to be held during business hours) in Week 13. The exact date and time will be announced in
Week 6. **Do not expect that alternative test arrangements will 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.

This Assessment Task relates to the following 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"

Oral Test
Due: Week 13
Weighting: 10%

**Oral test** must be completed in class (internal students) or at an allocated time online (external
students).

This Assessment Task relates to the following 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.)
- 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**

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:


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/](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/unitonline/](http://help.ilearn.mq.edu.au/unitonline/) 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
- For student quick guides on the use of iLearn go to: 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


Disruption to Studies Policy 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/

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.
Student Support
Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity Support
Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/about_us/offices_and_units/disability_service) who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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
- Class Participation
- Final Test
- Oral Test

**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 Test
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
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- Oral Test

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.)
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• Final Test
• Oral Test

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.)
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**Assessment tasks**

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- 4 Assignments
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- Final Test
- Oral Test

**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"

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