

GER 3050 Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: Ger

Course and Section #: 3050 section 001

Course Title: Advanced German

Credits: 3.0

Course Description

This course is designed for non-native German speakers who have lived in a German speaking country for at least one year and who would like credit for GER 1010, 1020, 2010, and 202G. The course includes a review of grammar and an introduction to German literature, art, music, and expository writing. German texts. Formal and informal writing will support speaking and will develop greater fluency.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Jeffrey M Packer

Student Learning Outcomes

1. Speak German at the "Intermediate High" to "Advanced Low" level according to the ACTFL proficiency standards. Advanced proficiency is described as follows.
Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech. (ACTFL.org)
2. Master a variety of grammatical concepts in German.
3. Comprehend a variety of literary and cultural texts written in German. In addition linguistic proficiency, cultural fluency is also a primary objective of this class. This includes not just an

understanding of the day-to-day culture of the German-speaking countries, but also a greater understanding of the higher cultural aspects of art, music, literature and film.

4. Describe a variety of cultural topics orally and in writing.
 5. Write expository essays with correct grammar and usage.
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Course Materials and Texts

Hammer's German Grammar and Usage, Sixth Edition

Ruhm: ein Roman in neun Geschichten von Daniel Kehlmann

Course Requirements

Course Assignments, Assessments, and Grading Policy

Homework Assignments: Reading assignments will be given frequently from the text: *Hammer's German Grammar and Usage* as well as various readings from Daniel Kehlmann's *Ruhm* throughout the semester. Students must complete the work assigned **before** coming to class on the specified day.

Homework assignments are designed to reinforce and prepare you for the work we do in class. You will be responsible for the concepts on the tests, and some of the exercises will be the basis for pop quizzes; therefore, make sure you are prepared at the beginning of each class period. If you are having difficulty with any of the principles we discuss or with any of the exercises, please do not hesitate to ask in class. I make such questions a priority of discussion in class. **Bring your text to class every day.**

Journals: This semester you will be asked to write in a Journal for 20 minutes each day 3 days a week. Occasionally a topic will be assigned, but for the most part you are free to write on any topic you like. The only requirement is that you write continuously for 20 minutes. Purchase two green test booklets at the UVU store. You will turn one in to me to grade while you write in the other. You will turn in your journal at the end of each week beginning in the second week (total of 13 weeks of journals). I have found that students who conscientiously keep such a journal are much more able to fix the vocabulary in their memories and become better at using what they have learned. Trust me on this one.

Essays Periodically throughout the semester, I will assign you one-page papers on topics relating to the subject matter we are currently discussing. Where the journals represent informal writing where accuracy is less important, I expect you to do your best work linguistically in the essays. You should strive to make them as perfect grammatically and syntactically as possible.

Literature Report: As your final formal writing assignment, you will select a work of German literature, which you will read completely at least once, and then write a paper in which you (very) briefly discuss the plot and your interpretation of the work. You may also want to briefly discuss the historical context of the work, as well as what other scholars have said about it. I will provide you with a list of possible works, or you may discuss other possibilities with me. The written report will be typed, double-spaced, grammatically correct, and 5-6 pages long. The report will also include a works cited page. The emphasis of this assignment is to provide you with an opportunity to write a longer, intellectually complex essay that will stretch your abilities with the language.

Verb Quizzes Every Monday you can expect a vocabulary quiz that will include learning the principle parts of irregular verbs. You may also be quizzed on the vocabulary from the chapter we are currently studying.

Exams You will have two mid-term and one final exam during the semester. The tests will focus on grammar and writing ability, although some reading sections are also likely to be included from time to time. **THERE WILL BE NO MAKE-UP EXAMS** without prior coordination with the instructor.

Class attendance is crucial to your success in this course. I take a carrot and stick approach. You are allowed 3 absences for any reason; for every absence after 3, there is a deduction of 5% from your participation grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-third of an absence. However, if you have 3 absences or less and you have a 93% on your assignments, you will not have to take the final. If you are sick, you should contact me as soon as you know you will be missing class. Part of attendance is also participation. Being present is not enough—you must also be an active member of the class as we work together to learn.

Language Lab and Tutor. The tutors can help you practice conversation skills and prepare for the oral portion of exams and quizzes. They can also offer a different perspective on grammar and other topics we discuss in class. If you find you need or desire extra help, I am also available most days after class, and I am more than happy to help anyone that needs it. The Language Hub is located in LA 020. It is open Mon-Fri 8am-5pm. When entering the Hub, register at the window with your student ID card. You may also use the computers in the language lab to access your homework assignments.

Course grade computation:

Homework/Essays	15%
Attendance/Participation	15%
Journals	15%
Quizzes	10%
Exams	20%
Literature Report	10%
Final	15%

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

	Dates	Topics
1	Jan 6-8	Einführung/ Tempus Kapitel 10/12
Meine schönste Erinnerung		
2	Jan 13-15	Kasus Kapitel 2 Kapitel /Gib's auf! Aufsatz 1 fällig
3	Jan 20-22	Präpositionen/ verbal compliments Kapitel 18/ 16

Kapitel 1/*Stimmen*

4 Jan 27-29 **Aufsatz 2: Mein Zufluchtsort**
Relativsätze
Kapitel 5
In Gefahr
Aufsatz 2 fällig

5 Feb 3-5 Adjektive
Kapitel 6
Rosalie geht sterben

Aufsatz 3: Warum soll man Deutsch lernen?

6 Feb 10-12 Steigerungsformen
Kapitel 6
Erste Zwischenprüfung

7 Feb 17-19 Partizipien/ erweiterte Partizipien Kapitel 11
Der Ausweg
Aufsatz 3 fällig

8 Feb 24-26 Passiv
Kapitel 13
Osten
**Aufsatz 4: Wer wäre ich wenn
ich jemand anders sein könnte**

9 Mar 3-5 Infinitivsätze Kapitel 11
Antwort an die Äbtissin
Aufsatz 4 fällig

10 Mar 17-19 Konjunktiv II
Kapitel 14
Ein Beitrag zur Debatte
Rough Draft fällig

11 Mar 24-26 Konjunktiv I
Kapitel 14
Zweite Zwischenprüfung

12 Mar 31-Apr 2 Modal Partikeln
Kapitel 9
Wie ich log und starb

13 Apr 7-9 Wortstellung Kapitel 17/ 19
In Gefahr II
Literatur Aufsatz fällig
Aufsatz 5: *Ruhm* interpretieren

14	Apr 14-16	Wortaufbau Kapitel 20 Aufsatz 5 fällig
15	Apr 21	Wiederholung

Required Course Syllabus Statements

Generative AI

I recognize that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. However, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in this class except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such. If you are unsure about what constitutes plagiarism or cheating in a given circumstance, please see me.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational *opportunity*) rather than to do work for you so you can turn something in (e.g., educational *obligation*), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

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Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the

student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.