NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

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German 412 : 400 Fourth-Year German
3 Credits – Writing Intensive Course (WIC)

Course Catalog Description: GER 412. FOURTH-YEAR GERMAN (3).
Focus on development of German writing, speaking, and listening skills. Conducted in German. PREREQS: GER 411 and departmental approval.

Course Credits: This course combines approximately 90 hours of instruction, online activities and assignments for 3 credits.

Description: This course is designed for students who have completed Fourth-Year German 411 or its equivalent. In this course, you will continue to develop writing, reading, listening and speaking skills in German through a variety of media. You will continue to review and refine your German grammar and cultural skills in different language registers through reading and written and spoken analyses of academic and popular texts, watching and discussing official and popular media in formal and informal styles, and continue to practice peer- and self-evaluation of German skills. This is a Writing Intensive Course and is taught in German. All assignments and activities will use German.

Theme: Native Americans have long fascinated Germans. The theme of the Wild West has occupied a special place in the German imagination, with boys and girls since the 19th century growing up reading and watching adventures and stories of Cowboys and Indians. One of the most popular series has remained Karl May's "Winnetou" series, which recounts the trials and tribulations of the courageous and noble "savage" Apache Winnetou and his loyal "paleface" friend, Old Shatterhand. Although Karl May did not visit the United States until decades after his "accounts" had been published, the novels were so compelling that they even today seem to be true stories instead of the result of May's imagination. We will explore this German fascination with Native Americans through a literary, historical and cross-cultural lens – including coming to terms with our own pre- and misconceptions about Germans and Native Americans.

Course Details: This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and instructor. Within the course Canvas site you
will access the learning materials, tutorials, and syllabus; discussion course-themed issues; email other students and the instructor; submit assignments; participate in online activities; and display and upload your projects. To preview how an online course works, watch the ecampus demo video: [http://ecampus.oregonstate.edu/coursedemo/](http://ecampus.oregonstate.edu/coursedemo/). For technical questions, visit [https://ecampus.oregonstate.edu/services/technical-help.htm](https://ecampus.oregonstate.edu/services/technical-help.htm).

**Prerequisites:** German 411 or department approvals. German 412 is required for all majors with a concentration in German. This class is taught in German.

**Learning Outcomes:**

- Read, speak, understand, and write German at the level C1 (proficient) of the Common European Framework of Reference for Languages (“**Communication**”). You will demonstrate mastery by participating in writing activities in the discussion board, wiki collaborative project with your peers, and in speaking activities in your vlog and other assignments.
- Analyze some peculiarities of life in German--speaking cultures (“**Cultures**”). You will demonstrate mastery by participating in class and by completing homework assignments by writing and speaking in German.
- Explain some of the history and culture of German--speaking cultures by writing and speaking in English and in German (“**Connections**”). You will demonstrate mastery by writing and speaking in English and German.
- Compare and contrast the German and English language and culture (“**Comparisons**”). You will demonstrate mastery by creating and contributing to a Wiki, conducting self-guided on-line research, as well as writing and speaking about these similarities and differences across languages and cultures in a discussion forum and your final paper.
- Engage actively in activities related to German on and off campus, and describe how these events contribute to their learning experience (“**Communities**”). You will demonstrate mastery by participating in at least two hours of service learning related to German, such as creating an information blog, tutoring another student or presenting to a class, etc. and by including a short report in German on the discussion board. You will also participate in at least four hours of German events (virtually online or outside the ecampus classroom) such as Stammtisch, Kaffeestunde, Film Series, German Club activities, attending cultural events such as symphonies by German composers, watch films in German, create a penpal exchange with a German speaker, cooking a dinner typical of a German-speaking land, etc.

**Learning Resources**

2. Any comprehensive German dictionary (avoid “pocket” dictionaries and do not rely on on-line dictionaries that are not professionally developed). Required.
3. Canvas materials.
4. Skype and Internet.

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.
Evaluation Criteria

In place of traditional grades, your performance in this course will be evaluated according to the following scale for assignments. At the end of the term, the instructor will average your scores according to the weight that each assignment receives. Each score corresponds roughly to a traditional grade range, but will give you a more accurate understanding of your performance.

6 Exemplary. Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions (this is a high A).

5 Strong. Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies (low A or high B).

4 Proficient. Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment (low to mid B).

3 Developing. Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall (C range).

2 Beginning. Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance (D range).

1 Exploring. Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors (F: not passing).

Evaluation

Classroom Participation


Discussions, assignments, and peer reviews on Canvas..............................................................45%
o Private Vlog ..........................................................................................................................15%
o Peer presentation (Wiki).........................................................................................................10%

Written Work ..................................................................................................................45%
o Drafts and Notes.......................................................... ..................................................20%

   o Final version of the Term paper and Presentation..............................................25%
Outreach and Service Activities.................................................................10%

TOTAL.........................................................................................................100%

Grade percentages

100-- 93 = A
92-- 90 = A-
89-- 87 = B+
86-- 83 = B
82-- 80 = B-
79-- 77 = C+
78-- 73 = C
72-- 70 = C-
69-- 67 = D+
68-- 63 = D
62-- 60 = D-
Below 59 = F

Course Details -- Assignments

The following assignments will determine your grade in this class:

Classroom Participation (45%):
1. Discussions and peer reviews, Canvas and other assignments (20%):
You are required to check Canvas on a regular basis. Every week there will be at least one
discussion forum with a question posted about the novel and Karl May AND one grammar
blog based on grammar videos and readings. You are required to post at least one original and
at least two thread responses in each Discussion Forum (responding to other posts) for each
question on the Canvas discussion board. You must pick one grammar point to discussion on
the Blog and respond to at least thread responses. Your responses should be original (in your
own words, please only quote if absolutely inevitable), coherent, respectful of the opinions of
others and contribute significantly to the topic discussed. Please back up your post by your
sources, i.e. quotes from our textbook or other relevant peer reviewed material you might
want to consider. Your responses will be graded on a weekly basis. Posts on the Canvas
discussion board are due weekly on 11:59 p.m. Sunday PT

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Telephone: 800-667-1465
2. Weekly Video Journal -- Vlog (15%):  
**Due on Friday of each week,** you are required to keep a private video journal (vlog) where you discuss your progress on your paper, your language and culture skills, and raise/answer questions and review additional resources. Please submit only a link to your video via assignment. I will not grade assignments that you email to me or that I cannot open. It is your responsibility to ensure that I can access links you send me. You may use YouTube or media server at OSU, for example, to post your file. Your Vlog should be about 5 minutes long.

3. Peer work -- Wiki (10%):  
**Due on Sunday of each week,** you are required to participate in a group Wiki (that you have created) based on the novel, focusing on the characters and how May portrays them. This Wiki will help you create the basis of your final paper. You will create groups in the first week. The Wiki will be a Google document that you add to with your partner.

4. Written Work (45%)  
- **Due on Saturday evening or the following Sunday morning of every other week** (weeks 2, 4, 6, 8), you will also attach your updated draft of the final paper (in the form of a newspaper article about one of Karl May's characters) as an assignment (word document). By Week 2, you are expected to set your topic, brainstorm ideas and prepare an outline including resources. By week 4, you are expected to complete your first draft including an introduction and a closing statement. By week 6, you are expected to post your revised draft 2. By week 8, you will post your third draft. For each draft, you will receive a feedback from your instructor (via video, comments on the assignment feedback box, or in form of a file with track changes revisions).

- **Final version of the Final paper (newspaper article) (25%)**: This paper is an opportunity for you to apply your research skills and knowledge you have gained in this class in a creative way. You will be creating a newspaper account of one of the characters in the novel as it might have appeared in the 19th century. You will submit your final paper (article) (at least 2000 words) on **Friday of week 10** for others to read.

5. Service Outreach Activities (10%):  
Each student is required to apply her or his knowledge outside the classroom, virtually or in person. Outreach and service learning activities must comprise at least 6 hours and your activities must be approved by the instructor. You will have to provide documentation in order to receive credit. There will be a discussion forum on Canvas with suggestions for activities and space for you to discuss them. At the end of the term (week **10 Monday**), you will submit a 1-- page overview and description of your activities to the Canvas discussion forum in written form in German.

DISABILITY ACCESS SERVICES

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations...
but who have not yet obtained approval through DAS should contact DAS immediately at 541-- 737-- 4098.

HONESTY IN ACADEMIC WORK

Oregon State University’s policy on Academic Dishonesty: Academic dishonesty is prohibited and considered a violation of the Student Conduct Regulations. It includes cheating, the intentional use of unauthorized materials, information, or study aids, fabrication, assisting in dishonesty or tampering (intentionally or knowingly helping or attempting to help another commit an act in dishonesty or tampering with evaluation instruments and documents): and plagiarism, intentionally or knowingly representing the works or ideas of another person as one’s own.

Cases of academic dishonesty will be reported to the director of the School of Language, Culture and Society who will inform the Dean and the Student Conduct Coordinator for further action.

Communications:
Ground Rules for Online Communication & Participation:

- **Online threaded discussions** are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- **Online Instructor Response Policy:** I will check email frequently and will respond to course-- related questions within 48 hours on weekdays.
- **Observation of "Netiquette":** All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 2?). If you don't see your answer there, then please contact me.

Guidelines for a productive and effective online classroom

- Web-- based instruction does not only accommodate different learning styles by delivering the content through various media such as text, video, audio, and the web but it also provides students with the advantage of being able to control the pace and sequence of instruction. With this freedom you have simultaneously the responsibility to carefully study all learning materials provided, participate in online discussions in a meaningful way, and submit assignments when they are due.
- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Think through and reread your comments before you post them. Assume the best of others in the class and expect the best from them.

Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. You are each other's best resource!

Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.

Be open to being challenged or confronted on your ideas, preconceptions, and even prejudices.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Tutoring

Effective fall term 2009 we went to a new Online Tutoring Service -- NetTutor to meet the needs of Ecampus students. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

Course calendar, by week (subject to change as needed: all changes will be posted on Canvas):

1. Read biography of Karl May (online). Join groups. Discussion Board (introduction). Vlog. Grammar Blog. Invite instructor to Skype or Google+ (See contact info above).
2. Read "Einleitung" (Winnetou), "Der lange Weg nach Dschinnistan" (Canvas as .pdf or http://www.taz.de/90460/) and "Ein Greenhorn" Winnetou (pp. 11-27). Group Wiki. Discussion Board. Vlog. Grammar Blog. Outline of possible final paper (newspaper article). Discussion with instructor.


9. Read interview with David Koblick about translating Karl May (3 parts):
   - [http://german.about.com/library/weekly/aa020422a.htm](http://german.about.com/library/weekly/aa020422a.htm) (intro)
   - [http://german.about.com/library/bl koblick.htm](http://german.about.com/library/bl koblick.htm) pt 1
   - [http://german.about.com/library/bl koblick2.htm](http://german.about.com/library/bl koblick2.htm) pt 2


**REFUND POLICY INFORMATION**

Please see the [Ecampus website](http://ecampus.oregonstate.edu) for policy information on refunds and late fees.