GER 3300 -7B69 (31379) Writing German Texts, Spring 2021

Office hrs: Tuesdays 2:00-4:00 PM
Email: overstre@ufl.edu

Required materials:

Hilke Dreyer and Richard Schmitt, A PRACTICE GRAMMAR OF GERMAN "DIE NEUE GELBE",
Huber Verlag. Available as a hard copy and online.

Description and Goals

The prerequisite for this course is the completion of intermediate level German courses, GER
2200 and/or GER 2240 or the equivalent. The goal of the course is to guide learners to go
beyond writing as a support skill to writing for authentic communication. Writing for the
purpose of real-life communication allows students to reflect and express themselves in the
target language in a more complex and 'adult' manner than in speaking without planning.

In "Writing German Texts", learners begin with writing tasks on the B1 level and work towards
the B2 level as described by the Common European Framework of References. Accordingly,
intermediate learners of German on the B1 level "can describe experiences and events,
dreams, hopes and ambitions and briefly give reasons and explanations for opinions and
plans". At the B2 level, learners "can produce clear, detailed text on a wide range of subjects
and explain a viewpoint on a topical issue giving advantages and disadvantages of various
options".

Process/Time Table for Composing Text

The emphasis will be on the process of writing itself, where students function
both as authors and editors (peer review) and engage in a variety of pre-writing
and re-writing activities. All writing and editing tasks take place in Canvas.

As a rule, each student composes one text (200-300 words) per week.

Fridays

- In class on Friday, the topic of the writing assignment is introduced during class, along
  with prompts such as pictures, videos, and texts to build background knowledge and
  vocabulary.

Mondays

- <u>Before class on Monday</u> (over the weekend), students will have met once with their group members for the 1st Zoom Conference to discuss the assignment and complete pre-writing tasks, i.e. comment on prompts and collaborate on creating a list of relevant vocabulary. There will be a rubric attached to this meeting to evaluate each group member's level of participation, preparedness, and collaboration.
- <u>In class on Monday</u>, the instructor will establish which grammar items are important for a specific writing assignment and these will be reviewed in class. Students are required to practice and apply this grammar correctly in their compositions.

Wednesdays

- <u>Before class on Wednesday</u>, each group member uploads a draft of the writing assignment into the group's homepage by Tuesday, 11:00p.m. The instructor will view the submissions before class time.
- <u>In class on Wednesday</u>, the most commonly made mistakes will be discussed and systematically reviewed.
- <u>After class on Wednesday</u>, group members will meet the second time in the Group Conference Room for the peer review. Ideally, before meeting, each member has already read the compositions of the others. During the Conference, each member now comments on the compositions of the others. This is done orally, not in writing. There will be a rubric attached to the peer review meeting evaluating each group member's contribution in regard to content and meaning of the text, as well as organization, appropriate vocabulary, and application of specific grammar.
- Based on the input from the group, each individual student submits his/her final version of the composition as a word document in the assignment page for individual feedback and grading. The final version is due on **Thursday at 11:59 pm.** The grading of each assignment is based on a scale that reflects both the importance of meaningful content, organization, grammatical accuracy, and appropriate vocabulary.
- **In class on Friday**, the new topic will be introduced. Also, vocabulary quizzes are generally on Fridays.

Evaluation criteria for writing assignments (final version):

Writing assignments will be graded based on the criteria in the rubric below.

Writing Assignment Rubric				
Criteria	**Ratings**			**Points Possible**
Content/ Meaning	Clear, well-focused topic; main ideas are clear and well supported by detailed and accurate communication. 15 pts	Topic is present, but lacking focus; main ideas are present, but lacking sufficient supporting detail or clarity of ideas 10 pts	Topic is unclear, or main ideas lack detail and clarity which seriously impede communication 5 pts	15 pts
Organization (logical progression) and fluency	Clear organization and information is presented in a logical order; clear beginning, middle and end; appropriate cohesion markers (pronouns, conjunctions…) 15 pts	Lacking organization or logical progression, straining communication of ideas; lacks fluency 10 pts	Lacking logical progression and fluency making communication of ideas difficult, even impossible 5 pts	15 pts
Vocabulary	Use of appropriate, vivid words and phrases; context-specific vocabulary 10 pts	Vocabulary is sometimes insufficient for communicating intended meaning 7 pts	Vocabulary is insufficient and repetitive; meaning is often difficult or impossible to understand 3 pts	10 pts
Grammar	Containing a minimal amount of grammatical and structural errors 10 pts	Containing a number of grammatical and structural errors, sometimes of a basic nature 7 pts	Frequent grammar and structural errors, often of a basic nature; interfering with meaning 3 pts	10 pts

Evaluation criteria for group work:

Group work will be graded based on the criteria in the rubric below.

Group Work Rubric					
	Criteria	**Ratings**			**Points Possible**
Pre-Writing Activities & Conference	**Preparedness and Active Participation for Pre-Writing**	Student has viewed, read, prepared all assigned materials before meeting with group and participates actively and often, making valuable contributions to the discussion. 5 pts	Student has only partially prepared for the meeting with the group; participates, but less than other members of the group, or does not make valuable contributions 3 pts	Student was unprepared for the meeting with the group or absent; does not participate 0 pts	5 pts
	Completeness of Pre-Writing Activities	Student has fully completed and discussed the pre-writing tasks with the group in the conference room 5 pts	Student has only partially completed and discussed the pre-writing tasks with the group in the conference room 3 pts	Student was not present at the pre-writing conference; he was present, but had not completed activities 0 pts	5 pts
	Vocabulary List for Pre-Writing	Vocabulary list contains a comprehensive list of words appropriate for the assignment's topic. 5 pts	Some important terms are missing from the vocabulary list, or the list contains words that are not appropriate for the assignment topic 3 pts	Vocabulary list is missing crucial terms that should be included for the assignment topic, or is missing entirely. 0 pts	5 pts
Peer Review Conference	**Quality of Peer Review**	Student participates fully in the discussion of the compositions and provides valuable feedback. 10 pts	Student participates occasionally, providing some valuable feedback. 5 pts	Student is not present or does not participate or provide any valuable feedback.	10 pts

				0 pts	
	Preparedness for Peer Review	Student is present and has read the compositions of all peers in the group, and joins the conference with a list of constructive feedback to discuss during the conference. 5 pts	Student is present and has read the compositions of all peers in the group, but has not prepared notes about the type of feedback to share during the conference. Student may need to be reminded of what each composition is about before providing feedback. 3 pts	Student is present, but has not read the compositions of his peers and cannot give feedback 0 pts	5 pts

Course Policies

Participation Policy as prescribed by LLC

Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

All course resources are accessible in the Canvas online environment. Weekly assignments, tests and quizzes will be posted on the course materials page of the course. All assignments need to be submitted on time. Late assignments will only be accepted at the instructor's discretion and may result in a reduction of the grade.

Quizzes are usually given on Fridays and test students' acquisition of the assigned vocabulary and grammar items. The midterm and the final exam will duplicate the B1/B2 level proficiency exam experience. Peer review assignments and contribution to group work account for 12% of the final grade. Students are expected to be prepared for each class, with all assignments completed, and active in their involvement in class activities. Students missing more than three classes without a legitimate reason will receive a reduction of the final grade by one position (i.e. from A to B+).

Final Grade

10 Writing Assignments	40%
Midterm	15%
Final	15%
Quizzes	15%
Peer Reviews / Group work	12%
Practice Quizzes	3%
	100%

Ich freue mich auf ein erfolgreiches Semester! Dr. Overstreet