



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department School of International Letters & Cultures
Prefix GER Number 422 Title German Lit Survey, 1800-Today Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: From Romanticism to the present.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Daniel Gilfillan E-mail dgilfil@asu.edu Phone 965-8245

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Joe Cutter Date: 6/29/15

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Course Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Course Syllabus and Assessment Rubric
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Course Syllabus and Assessment Rubric
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Course Syllabus and Assessment Rubric
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</div> C-4			

Course Prefix	Number	Title	General Studies Designation
GER	422	German Lit Survey, 1800 - Today	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Course extends critical thinking and literacy skills via written assignments and oral presentations into a literature-based course conducted completely in German. All student assignments are produced in German.	Course requires three (3), four- to five-page written essays, a 15-20 minute oral presentation, and a seven- to ten-page research paper, each produced in German. Total percentage of the final grade from these assignments is 75%. Grading criteria are highlighted on the syllabus in yellow and assignment descriptions are highlighted on the syllabus in orange. Each of these are labelled C-1 for this criterion.
C-2	Each of the three essay assignments, the oral presentation, and the final research paper require the gathering, interpretation, and evaluation of secondary source material, all in the context of ongoing class discussions.	Descriptions of assignments are provided on the course syllabus and are highlighted in orange, and are labelled C-2. Assessment criteria for the oral and written assignments are provided with the respective rubrics as an addendum -- these documents are highlighted in pink, and are labelled C-2 for this criterion.
C-3	The minimum requirement of two written and/or oral assignments with substantial depth, quality, and quantity has been met, and surpassed with five such assignments -- three essays, one oral presentation, and one final research paper, each completed in German.	Evidence is provided in the assignment descriptions on the course syllabus, highlighted in orange, and labelled C-3 for this criterion. In addition, detailed question prompts for the three essays have been provided as an addendum -- this document is labelled C-3, and is highlighted in green.
C-4	The course requires development stages for each of these written and oral presentation assignments. For the three essays, there is a class session devoted to peer essay workshopping, with instructor input, and a second draft of the essay must be turned in following instructor feedback. For the oral presentation, all students are required to meet with the instructor to ensure accuracy of secondary materials, and to discuss student arguments in the context of secondary literature. The final research paper includes a proposal stage, and an optional first draft stage to receive	Workshopping and first/second draft due dates for each of the three essays are highlighted on the syllabus in blue, and are labelled C-4. Descriptions of each of the assignment types are highlighted on the syllabus in orange, and are labelled C-4 for this criterion. Guidelines for the final research paper are included as an addendum -- they are highlighted in violet, and are labelled C-4.

	preliminary feedback prior to turning in the final version of the paper.	
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German 422	Di./Do.: 13.30-14.45 Uhr
Herbst 2014	Klassenzimmer: LL 248

German Literature Survey: Exploring German Youth Culture, 1800-2005

Lehrer: Prof. Dan Gilfillan
 Büro: LL 449C
 Telefon: 965-8245
 E-mail: dgilfil@asu.edu

Sprechstunden: Donnerstags 15.00-17.00 Uhr
 und nach Vereinbarung
ASU German Studies on Facebook:
www.facebook.com/asugermanstudies

Kursbeschreibung / Course Description

Die Jugendkultur im deutschen Sprachraum hat eine sehr lange und lebendige Geschichte. Dieses Einführungsseminar zur deutschsprachigen Literatur zwischen Goethezeit (etwa 1775) und Gegenwart (2013) wird die verschiedenen Situationen und Probleme der Jugendlichen schildern. Die frühen Literaturbeispiele versehen die grössere Diskussion mit einem historischen Hintergrund für das weitere Verständnis der gegenwärtigen Situation. Solche Themen wie Selbstmord, Generationskonflikt, Drogen, sozioökonomische Umstände, Außenseiter- bzw. Aussteigertum, und politisches Engagement werden untersucht und diskutiert.

Lernziele / Student Learning Outcomes

- **Linguistic Competence:** Students in German 422 will use German to communicate effectively with others and present information (with grammatical accuracy and using appropriate discourse) on topics related to the themes of the course (see above). They will carry out formal and informal conversations in class on a daily basis, they will prepare a formal oral presentation, and they will write several essays in a variety of academic, creative, and practical genres.
- **Cultural Competence:** Students in German 422 will improve their understanding of German literary culture by engaging with assigned texts (novels, short stories, films, dramas, and novellas) and by responding to and critically examining those texts in discussions, researched oral presentations, and written essays. The disciplinary basis for this course, and all of the courses in the German curriculum, is the field of German Studies. German Studies draws on texts (literature, history, newspapers and journals, films and so on) as a means of understanding German culture, past and present. This discipline seeks to understand those texts and their meanings both through close readings and by placing them within a historical and cultural context. Although culture is not monolithic and can never be fully apprehended, the goal of German Studies (and this course) is to examine the notion of culture itself as an object of study and to gain insight into *aspects* of German culture—past and present—by understanding and analyzing some of its many and varied narratives.
- **Critical Understanding of the German-Speaking World:** Students in German 422 will deepen their critical understanding of 18th to 21st-century German literature and culture through engagement with the themes of the course.

Lernmaterialien / Course Materials

Primärliteratur / Primary Texts

- Johann Wolfgang von Goethe, *Die Leiden des jungen Werthers* (1774) – **Briefroman** (at bookstore, or as online text)
- Gottfried Keller, *Romeo und Julia auf dem Dorfe* (1855/56) – **Novelle** (at bookstore)
- Frank Wedekind, *Frühlings Erwachen* (1891) – **Drama** (at bookstore)
- Franz Kafka, *Die Verwandlung* (1915) – **Erzählung/Graphic Novel** (PDF text – **do not purchase bookstore copy**)
- Ulrich Plenzdorf, *Die neuen Leiden des jungen W.* (1972/73) – **Roman** (at bookstore)
- Reiner Kunze, *Die wunderbaren Jahre* (1976) – **Prosastücke** (PDF text)
- Jana Hensel, *Zonenkinder* (2012) – Auszüge/Excerpts – **Bericht** (PDF text)
- Emine Sevgi Özdamar, *Der Hof im Spiegel* (2005) – Auszüge – **Erzählungen** (PDF text)
- *Das weiße Band* (2009), *Sonnenallee* (1999), *Das Wunder von Bern* (2003) und *Goethe!* (2010) - **Filme**

Kursbedingungen / Grading Criteria	% of Final Grade				
Participation, Preparation, Cooperation	10%				
3 Essays (<i>Schreibaufgaben</i>) in 2 drafts	60% (20% each)				
Oral Presentation (<i>Referat</i>)	15%				
Final Research Paper	15%				
	100%				
Grading scale:	100-97% A+	89-87% B+	79-77% C+	0 -59% E	
	96-94% A	86-84% B	76-70% C		
	93-90% A-	83-80% B-	60-69% D		

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Comment [1]: Criterion C-1, Literacy and Critical Inquiry

Blackboard Coursesite

There is a Blackboard coursesite associated with our face-to-face class, and you should expect to use this site quite frequently.

Primary Assignments

Teilnahme, Vorbereitung, Kooperation / Participation, Preparation, Cooperation

As experienced language learners, you know that success in German 422 will hinge on both the *quantity* and *quality* of your participation in the course. The **quantity** of your participation means attendance and active involvement in all class meetings. High **quality** participation requires that you prepare thoroughly and work hard at expressing yourself accurately and fluently in German. It goes without saying that the language of our course will be German, and I expect you to support and encourage one another in your efforts to use the language, especially during group work. **Note: All cell phones and other hand-held electronic devices must be TURNED OFF and STOWED AWAY before class begins.**

Keep in mind that learning a foreign language always involves building upon and expanding previously learned material, and it is therefore essential that you stay on top of things. **You will need to set aside at least three hours for each class period to complete reading assignments and your *Forum auf Blackboard* entries, review vocabulary, and complete any other assignments.** If you do this, your success in the course will be virtually guaranteed. Please see me right away if you find you are struggling to keep up, or if you have any questions or problems—I may be able to provide some strategies for increasing your success.

Please come to class with your book, articles, or on-line texts, as well as worksheets, prepared to participate in reading and discussion. Class participation also includes listening carefully to your classmates. To ensure you are keeping up with the reading, there will be occasional short writing assignments or reading comprehension quizzes at the beginning of class.

Forum auf Blackboard/Fragen zum Lesen | Blackboard Reading Forum / Guided Reading Questions

The *Forum auf Blackboard* / *Fragen zum Lesen* will be the place for you to respond—**before class**—to the texts that we will be reading for the course. Reading involves more than just moving one's eyes over the page—as we read, we mentally summarize, analyze, and ask questions of a text. Learning to read in a foreign language is not simply a matter of knowing vocabulary and grammar principles; we must also learn to apply our native language reading strategies and skills to the German language text.

The *Forum auf Blackboard* will help you learn to read more effectively in German by providing you with a *written format* for practicing and developing your reading skills. For most reading assignments this term, you should follow the prompts/assignments provided in the *Forum auf Blackboard*, which will often include some questions specific to the reading. **In preparing for class**, you should use the questions provided on the study sheet to assist you with understanding the basic composition of the reading assignment (important events/plot, characters, setting) and with formulating some critical approaches to the text assigned (drawing connections and conclusions, understanding why a character behaves in a certain way). In most cases, as part of the *Forum auf Blackboard* you will write a short summary of the reading assignment and come up with one or two GOOD questions for class discussion (a good question is one to which there is no obvious answer on any given page of the text). **During class time**, we will work with these summaries and discussion questions in order to reach a common understanding of the text. Students who work with the *Forum auf Blackboard* consistently are better prepared to talk about (and eventually write about) the texts we cover in class.

Oral Presentation (Referat): Individual students will prepare a researched oral presentation, using PowerPoint or other presentation software, either on the life and times of one of the authors we will be reading in class, or a topic centrally related to the fictional text being read and the context of the period in which it was written (e.g. historical, political, cultural, and economic). Topics and dates are listed in the course overview, and there will be a sign-up sheet the second week of class. One week prior to your presentation, student presenters should meet with the instructor to discuss your ideas and research completed—this can be done during instructor office hours, or by appointment.

The presentations should be approximately 15-20 minutes in length and, although you may use notes, you should be prepared to talk freely. You will be assessed on the critical depth of the information you present and its relationship to the focused topic of the course, the organization and creativity of your presentation, and the accuracy, fluency, and pronunciation of your spoken German, as well as that of your written German on the presentation slides. All presentations will be archived for student access on the Blackboard course website.

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Comment [2]: Criterion C-1, Literacy and Critical Inquiry

Criterion C-2, Literacy and Critical Inquiry

Criterion C-3, Literacy and Critical Inquiry

Criterion C-4, Literacy and Critical Inquiry

Essays (Schreibaufgaben): Over the course of the semester you will write three short critical essays (4-5 pages, double-spaced). Each of these three essays will engage with material from the texts we've read and discussed in class, and you will have a choice of topics to focus on. Your essays will be assessed on the critical depth of the information and argument you present and its relationship to the focused topic of the course, the organization and style of your essay, and the language accuracy and fluency of your written German. How you utilize secondary sources for the development and support of your arguments will matter for the assessment of these essays. For every essay, you will turn in a revised second draft based on comments you have received from the instructor, and during essay workshopping activities. Your final grade for each essay will be based on the weighted total of 60% for the first draft, and 40% for the second draft.

Note: Although the use of online dictionaries is acceptable, you are **NOT permitted to use Google translator in writing your essays**. By using a translator, you cheat yourself of the opportunity to learn to express yourself in German (something which requires a great deal of practice), and I am unable to determine what areas you need to work on. In addition, machine translators tend to be fairly inadequate at providing an accurate rendition of the sentence you are attempting to write in the target language.

Final Research Paper: The final assignment in the course is a 7-10 page research paper, in German, on a topic related to the course. One way to approach this paper is to expand one of the shorter essays produced during the course of the semester. All papers will be typewritten, double-spaced in 12 pt. font, including a Works Cited according to the MLA Style Manual, and citations of sources. You will be required to turn in a topic proposal outlining your ideas and containing a preliminary bibliography of your secondary sources (books, journal articles, etc.). I will also provide content-based feedback (and cursory feedback related to accuracy of your written German) on an optional draft, which would be due at least 10 days prior to the final due date. As we approach the end of October, you will receive a document "Guidelines for Final Research Paper" that outlines this assignment in more detail. Please see me if you have any questions about this assignment.

Course Policies

Anwesenheit und spätereingereichte Arbeit / Attendance and Late Work

Regular attendance and active class participation are vital to your success in German 422. Please contact me if you must miss class because of sanctioned college activities, any religious accommodations, illness (documented by the health center) or family emergencies. Only for these reasons will I count an absence as excused. Please note that doctor's appointments or travel plans are not valid reasons for missing class. **More than two unexcused absences over the course of the semester will lower your final grade by 1% per absence.** The due dates for the *Schreibaufgaben* are listed on the course overview, and if you are absent, I also expect you to complete your *Lesejournal* entries and turn them in on time. Although I will make exceptions in certain cases, I generally will not accept late work.

Films

As part of our course we will be screening four films. These will be made available as Streaming Media on Blackboard, and you are required to view or listen to them in preparation for the class period they are assigned.

German Tutorial Study Hall

Over the course of the semester, we will focus some of our attention on the art of writing specific types of essays, each of which relate to the practice of reading and the texts we are reading in some way. For those of you who would like additional guided practice, the German program has established a Tutorial Study Hall to assist you with all areas of language practice. Guidelines and a schedule will be added to our Blackboard coursesite soon.

Plagiarism and Academic Integrity

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.

According to the Student Academic Integrity Policy, every assignment that the student completes must be her/his own work and created specifically (only) for this class. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

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Comment [3]: Criterion C-1, Literacy and Critical Inquiry

Criterion C-2, Literacy and Critical Inquiry

Criterion C-3, Literacy and Critical Inquiry

Criterion C-4, Literacy and Critical Inquiry

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Comment [4]: Criterion C-1, Literacy and Critical Inquiry

Criterion C-2, Literacy and Critical Inquiry

Criterion C-3, Literacy and Critical Inquiry

Criterion C-4, Literacy and Critical Inquiry

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Threatening/Violent Behavior

Violent and threatening behavior in class or in interactions with the instructor or other students will not be tolerated. Any such behavior will be reported to university police and handled according to university policy. (See <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

GER 422 – German Lit Survey: 1800 - Today

Instructor: Daniel Gilfillan
Class meetings:
Classroom:
Office: LL 449C
Office hours:
Email: dgilfil@asu.edu
SILC phone: (480) 965-628

Datum	Thema	Aufgaben
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Thema 1: Berlin: Geteilte Stadt und Wiedervereinigung – Jugend/Politik/Kultur

1. Woche

Do 21.08.14	Einführung in den Kurs – Was gehört zu einer Jugendkultur – Themen, Einstellungen, Begriffe? Lesestrategien // Reading Strategies Text: Roland Ranson, „Was ist typisch für die deutsche Literatur?“ (Handout)	Arbeitsplan besprechen
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2. Woche

Di 26.08.14	Rolf Schneider, „Grenzgänger“ (1974) (PDF) Claudia Rusch, „Der Verdacht“ (PDF)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 28.08.14	Ulrich Plenzdorf, <i>Die neuen Leiden des jungen W.</i> (S. 8-42)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

3. Woche

Di 02.09.14	Plenzdorf, <i>Die neuen Leiden des jungen W.</i> (S. 42-96)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 04.09.14	Plenzdorf, <i>Die neuen Leiden des jungen W.</i> (S. 96-124) <i>Sonnenallee</i> (Reg. Leander Haußmann, 1999)– 1. Teil	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

4. Woche

Di 09.09.14	Plenzdorf, <i>Die neuen Leiden des jungen W.</i> (S. 124-148) <i>Sonnenallee</i> (Reg. Leander Haußmann, 1999) – 2. Teil	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 11.09.14	Jana Hensel, „Das schöne warme Wir-Gefühl“ (PDF) Reiner Kunze, „Friedenskinder“ u. Professorauswahl (1976) (PDF) REFERAT: Jugend in der DDR	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

5. Woche

Di 16.09.14	Jurek Becker, „Romeo“ (PDF) Emine Sevgi Özdamar, „Mein Berlin“ (PDF)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 18.09.14	Schreibaufgabe 1: Workshopping	
Sa 20.09.14	1. Schreibaufgabe abgeben	Per Blackboard bis zum 19 Uhr

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Comment [1]: Criterion C-4, Literacy and Critical Inquiry

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Comment [2]: Criterion C-4, Literacy and Critical Inquiry

Thema 2: Von der Jahrhundertwende bis zum Krieg: Autorität u. jugendliche Kinderkrankheiten

6. Woche

Di 23.09.14	Frank Wedekind, <i>Frühlings Erwachen</i> , (S. 5-22)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 25.09.14	Wedekind, <i>Frühlings Erwachen</i> , (S. 23-36) REFERAT: Frank Wedekind und seine Zeit	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Sa 27.09.13	1. Schreibaufgabe (2. Fassung) abgeben	Per Blackboard bis zum 19 Uhr

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Comment [3]: Criterion C-4, Literacy and Critical Inquiry

7. Woche

Di 30.09.14	Wedekind, <i>Frühlings Erwachen</i> , (S. 37-70)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 02.10.14	Franz Kafka/s „Die Verwandlung“ als Bilderroman (PDF) REFERAT: Die Welt von Franz Kafka	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

8. Woche

Di 07.10.14	Filmdiskussion: <i>Das weiße Band-Eine deutsche Kindergeschichte</i> (Reg. Michael Haneke, 2009)	Forum auf Blackboard– „Fragen zum Film“ vorbereiten
Do 09.10.14	Filmdiskussion: <i>Das weiße Band-Eine deutsche Kindergeschichte</i> (Reg. Michael Haneke, 2009)	Forum auf Blackboard– „Fragen zum Film“ vorbereiten

9. Woche

Di 14.10.14	Kein Unterricht – Herbstferien	
Do 16.10.14	Filmdiskussion: <i>Das Wunder von Bern</i> (Reg. Sönke Wortmann, 2003)	Forum auf Blackboard– „Fragen zum Film“ vorbereiten

10. Woche

Di 21.10.14	Schreibaufgabe 2: Workshopping	
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Comment [4]: Criterion C-4, Literacy and Critical Inquiry

Thema 3: Ein historisches Fundament: Liebe, Selbstmord und jugendliche Leidenschaften

Do 23.10.14	Goethe, <i>Die Leiden des jungen Werthers</i> , (Lesen Sie bis zu dem Brief vom 6. Juli) Projekt Gutenberg: http://bit.ly/114YYnS	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Sa 25.10.14	2. Schreibaufgabe abgeben	Per Blackboard bis zum 19 Uhr

11. Woche

Di 28.10.14	Goethe, <i>Die Leiden des jungen Werthers</i> , (Lesen Sie bis zu dem Brief vom 15. August) Projekt Gutenberg: http://bit.ly/114YYnS	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 30.10.14	Goethe, <i>Die Leiden des jungen Werthers</i> , (Lesen Sie bis zu dem Brief vom 5. Mai 1772 – Zweites Kapitel) Projekt Gutenberg: http://bit.ly/114YYnS REFERAT: Johann Wolfgang von Goethe und seine Zeit	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Sa 01.11.14	2. Schreibaufgabe (2. Fassung) abgeben	Per Blackboard bis zum 19 Uhr

12. Woche

Di 04.11.14	Goethe, <i>Die Leiden des jungen Werthers</i> , (Lesen Sie bis zu der Adresse des Herausgebers an den Leser) Projekt Gutenberg: http://bit.ly/114YYnS	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 06.11.14	Goethe, <i>Die Leiden des jungen Werthers</i> , (Lesen Sie bis zum Ende des Romans) Projekt Gutenberg: http://bit.ly/114YYnS	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

13. Woche

Di 11.11.14	Kein Unterricht: Veterans Day	
Do 13.11.14	Filmdiskussion: <i>Goethe!</i> (Reg. Philipp Stölzl, 2010)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten

14. Woche

Di 18.11.14	Keller, <i>Romeo und Julia auf dem Dorfe</i> , (S. 3-33) REFERAT: Gottfried Keller und seine Zeit	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 20.11.14	Keller, <i>Romeo und Julia auf dem Dorfe</i> , (S. 33-55) Schreibaufgabe 3: Workshopping	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Sa 22.11.14	3. Schreibaufgabe abgeben	Per Blackboard bis zum 19 Uhr

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Comment [5]: Criterion C-4, Literacy and Critical Inquiry

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Comment [6]: Criterion C-4, Literacy and Critical Inquiry

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Comment [7]: Criterion C-4, Literacy and Critical Inquiry

15. Woche

Di 25.11.14	Keller, <i>Romeo und Julia auf dem Dorfe</i> , (S. 55-88)	Forum auf Blackboard– „Fragen zum Lesen“ vorbereiten
Do 27.11.14	Kein Unterricht – Erntedankfest	
So 30.11.14	3. Schreibaufgabe (2. Fassung) abgeben	Per Blackboard bis zum 19 Uhr

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Comment [8]: Criterion C-4, Literacy and Critical Inquiry

16. Woche

Di 02.12.14	Vorbereitung auf eine grosse Diskussion : Wie wird die Jugendkultur innerhalb der deutschen Literatur geschildert?	
Do 04.12.14	Grosse Diskussion: Wie wird die Jugendkultur innerhalb der deutschen Literatur geschildert?	

17. Woche

Do 11.12.14	Seminararbeit (Final Research Paper) abgeben	Per Blackboard bis zum 17 Uhr
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Comment [9]: Criterion C-4, Literacy and Critical Inquiry

Essay – Rubric (Translation from the German)

Daniel Gilfillan 6/27/2015 1:11 PM
Comment [1]: Criterion C-2, Literacy and Critical Inquiry

Content & Argument	<ul style="list-style-type: none"> ample material specific to content; addresses chosen topic and engages fully with secondary, scholarly sources; uses correct critical discourses (e.g. thesis, arguments, reflection, critical voice, etc.); sociolinguistic appropriateness 	15 - 20 Points
	<ul style="list-style-type: none"> average material specific to content; addresses a few of the required perspectives specific to the topic and integrates some components from secondary, scholarly sources; overlooks some elements of critical discourse; some sociolinguistic discrepancies 	8 - 14 Points
	<ul style="list-style-type: none"> sparse material specific to content; weak attempt at addressing the chosen topic; little to no integration of secondary scholarly sources; primarily incorrect critical discourse; little to no sociolinguistic relevance 	1 - 7 Points
Comprehensibility / Fluency	<ul style="list-style-type: none"> (mostly) easily understandable to the reader; meaning of sentences and statements do not need to be guessed; little to no interference from first/native language; logical organization of ideas and arguments 	15 - 20 Points
	<ul style="list-style-type: none"> a few difficulties in understanding intended meaning; some interference from first/native language; some difficulties following argumentation 	8 - 14 Points
	<ul style="list-style-type: none"> very difficult to understand intended meaning; ideas still are able to be discerned; interference from first/native language is present; primarily disorganized presentation of arguments/ideas 	1 - 7 Points
Vocabulary	<ul style="list-style-type: none"> extensive, creative, and correct vocabulary usage for style, content, and argument of essay; correct use of plural forms of nouns/verbs; orthographically correct across essay 	15 - 20 Points
	<ul style="list-style-type: none"> a somewhat less varied lexicon in the context of the topic; contains some systematic errors specific to vocabulary usage, orthography, and pluralization 	8 - 14 Points
	<ul style="list-style-type: none"> lacking in basic vocabulary specific to context of the topic; primarily incorrect vocabulary usage, orthography, and pluralization; many orthographic errors hamper communication of ideas 	1 - 7 Points
Structure, Style, Mechanics	<ul style="list-style-type: none"> solid mastery of grammar structures; a variety of sentence forms for this level of German proficiency; strong discourse usage and organizational transitions make for a sound essay 	15 - 20 Points
	<ul style="list-style-type: none"> a few mistakes in the use of grammar structures; somewhat lacking in variety of sentence forms; average usage of appropriate discourse and some issues with transitions between ideas 	8 - 14 Points
	<ul style="list-style-type: none"> many systematic errors in use of grammar and discourse structures, but ideas are still communicated; transition between ideas deficient 	1 - 7 Points

Total: ____/80

Comments:

Name:

Presentation—Rubric

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Comment [1]: Criterion C-2, Literacy and Critical Inquiry

<i>Criteria</i>	<i>Level: Limited (1-9)</i>	<i>Level: Developing (10-17)</i>	<i>Level: Competent (18-27)</i>	<i>Level: Outstanding (28-30)</i>
Description Points: /30	-Facts, details, and examples are limited or unclear -Gaps indicate a lack of understanding of the topic and its context -	-A few facts and details are included -Shows a general understanding for the topic and its context	-All important facts and details are included -Shows a clear understanding for the topic and its context	-A wealth of detail and examples -Brings more than required -Creates an argument and develops it to a conclusion
Analysis Points: /30	-Few or no attempts to draw conclusions or to delve beneath the surface of the topic -Limited or no connection to topics being discussed in the course -No evidence of critical thinking -Limited or no integration of scholarly literature to support arguments	-Conclusions are apparent, but are not thought through -Attempts to connect the topic to discussions in class are minimally developed -Developing evidence of critical thinking -Develops arguments in consultation with scholarly literature	-Draws conclusions and makes inferences / implications -Clear attempts to connect topic to discussions in class -Engages and questions scholarly literature in development of ideas -Clear evidence of critical thinking	-Extensive evidence of critical thinking -Sees the larger picture and makes detailed connections to themes apparent in the course -Expands on arguments in scholarly literature to support own arguments -Arguments from the presentation extend points being developed in course
Reflection Points: /30	-No connection to the course -No evidence connecting topic to individual learning goals -Audience is dissatisfied and has many questions	-Relates the topic to questions developed in the course -Demonstrates influence on individual learning and development of ideas -Audience has only a few questions	-Clear and specific connections to the course -Clear evidence of individual learning but closer examples are missing -Audience has not further questions elaborating main points	-Extensive connections to individual learning growth -Clear and extensive links to the subject matter of the course -Audience receives additional knowledge and understanding of the topic and its relationship to the course
	(1-3)	(4-6)	(7-8)	(9-10)
Presentation and Delivery Points: /10	-Very limited use of professional vocabulary -Word choice errors and generalizations -Tone is unprofessional -Evades topic -Runs excessively over or under time	-A certain amount of professional vocabulary -Uses clichés, slang/jargon, or overgeneralizations -Professional tone is used occasionally -Regularly deviates from topic and has to be brought back on track -Timing is slightly over or under	-Clear evidence of a professional vocabulary -Tone and style are appropriate and professional -Some deviation leads to problems with timing	-Well-developed and professional vocabulary and tone/style produces a well-argued voice, which comes out in the presentation -Stays on task and remains within timeframe allotted

Total: /100**Comments:**

Evidentiary Material (C-3) to Accompany Literacy/Critical Inquiry Proposal for GER 422

Essay Prompts for Required Essay Assignments

Essay #1: Please write about ONE of the following prompts, taking into account the requirements for this essay assignment with respect to page length, secondary sources, and essay structure, as described on the course syllabus.

1. On January 20, 1772 Werther wrote a letter to Lotte, and on February 20, he wrote to Albert and Lotte. Choose one of these letters from the epistolary novel and write a letter back in response to Werther, either from Lotte's perspective, or from Albert's perspective. In this letter you should try to clarify thoroughly and with sensitivity the feelings this person has about the relationship between Lotte and Werther. Your letter should be based on your knowledge of the novel, the time period in which Goethe wrote the novel, and one secondary source examining the character relationships in the novel.
2. In Franz Kafka's narrative "The Metamorphosis" we meet a character in his 20's by the name of Gregor Samsa, who has been transformed into a bug. Gregor lives in an apartment, together with his parents and sister Grete. Although the entire family (including Gregor) is completely astonished by his transformation, no one attempts to cure him. In parallel to Gregor's metamorphosis, his younger sister also experiences a transformation. In your essay compare these two instances of transformation – are they in some way reflections of social changes occurring in Kafka's own lifetime? what role does gender play in them, or in the reader's conceptualization of them?

Essay #2: Please write about ONE of the following prompts, taking into account the requirements for this essay assignment with respect to page length, secondary sources, and essay structure, as described on the course syllabus.

1. Compare the characters of Heini Völker, from the propaganda film *Hitlerjunge Quex*, and Edmund Kohler, from the postwar film *Germany Year Zero*. Describe their respective living situations and what types of problems the respective film portrays about their lives. What role does political ideology play within these two teenagers' lives – e.g. how are both boys influenced by National Socialism, and to what extent are their respective deaths important for understanding the power of political ideology on impressionable youth? Can we see both characters as victims of National Socialism?
2. In the novel *The New Sufferings of Young W.* by Ulrich Plenzdorf, the main protagonist Edgar Wibeau is labeled as a "rowdy" by his mother. To what extent does this "rowdyism" or "hooliganism" an important criterion for Edgar's retreat from GDR society, and there a commentary on two conflicts: a conflict between the individual and GDR society, and a conflict between the generations? Think here about Edgar's fondness for music and clothes, and about his appearance and use of a more informal teenage slang. Why can't the conformists (e.g. the good GDR citizens) stand Edgar's dropout attitude? Should we interpret his death as a reaction to the inflexibility of GDR society, or should we see it instead as confirmation of the GDR's sociopolitical approach?

Daniel Gilfillan 6/27/2015 1:14 PM

Comment [1]: Criterion C-3, Literacy and Critical Inquiry

Essay #3: Please write about ONE of the following prompts, taking into account the requirements for this essay assignment with respect to page length, secondary sources, and essay structure, as described on the course syllabus.

1. Both Gottfried Keller and Frank Wedekind create an unusual character in their respective texts as an aide to the young characters who form the focus of both, and as alternative models for how to live one's life. For Keller it is the "dark fiddler" and for Wedekind "the hooded gentleman." Draw a comparison between Keller and Wedekind's use of these two figures – what do they each symbolize? how do they assist the young characters in the two texts (Sali and Vreni in Keller's novella; Melchior and Moritz in Wedekind's drama)? Why do the authors rely on these two characters – are their appearances connected to some type of social critique? If so, how?
2. Choose either Keller's novella "A Village Romeo and Juliet" or Wedekind's drama "Spring's Awakening." Provide an interpretive analysis of the text in which you take into account the situation/context and problems of the teenage characters (Sali and Vreni in Keller's prose text; Wendla, Moritz, and Melchior in Wedekind's dramatic text). What problems are portrayed, and how are these problems resolved? Do Keller or Wedekind want to shock their readers or audience out of a perceived passivity? Where do you see the value of this text in its portrayal of such issues?

Guidelines for Final Research Paper

Topic Proposal Due: November 6 – a 4-5 sentence description of your topic, with a working title
Draft/Outline Due: Optional, I will discuss rough drafts and outlines with you
Final Version Due: December 11, 2014, by 5 pm via Blackboard Assignment Link

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Comment [1]: Criterion C-4, Literacy and Critical Inquiry

- 1) You are encouraged to come up with a research project of whatever kind interests you in relation to the literature, films and thematic focus of the course. Aim for about 3 articles or introductions/chapters from books as outside source material to support your thesis.
- 2) This is NOT a report. You must have an argumentative thesis that offers an insightful perspective on one of our literary works, a cultural issue related to literature, etc.
- 3) Make sure your argument does some intellectual work—that is, be sure it is not self-evident and does not replicate discussions we have had about the literary works in class. Think of your project as doing the research so that you can bring some expertise to the literature you are interpreting, and then showing a reader who is familiar with the literature something s/he might not have seen without your perspective. Keep asking yourself, “so what?” until you have a relevant and exciting answer to that question.
- 4) Papers should be 7-10 pp, typed, double-spaced, 12 pt. font. Do not seriously exceed this limit.
- 5) Use consistent documentation of your sources (preferably MLA style), and be careful to cite all words and IDEAS you employ from another author. You must include a “Works Cited” page in MLA format at the end of your research paper. Also include a title page.
- 6) Be sure to see me with any questions you have as you work on the project and develop your ideas.

Project Ideas

- Compare justifications of suicide within two or more of the texts we are reading this semester. how do those contemplating suicide arrive at their decision? what external factors make this decision easier, how does society try to hinder their suicides (or not)?
- The underlying theme of inheritance in Goethe’s *The Sorrows of Young Werther*
- Youth and National Socialism: explore the idolization of youth within National Socialist propaganda film, and the ideals of youth as core resistance to Nazism (White Rose group)
- Compare/contrast the main characters in Goethe’s novel and Plenzdorf’s novel
- Role of youth in GDR as depicted in Kunze’s short prose pieces
- Role of young women in our readings. Can we see a progression of young women’s empowerment as we read from the earlier to the later periods?