



**NANYANG  
TECHNOLOGICAL  
UNIVERSITY**  
**SINGAPORE**

<b>Course Coordinator</b>	Patricia Lorenz
<b>Course Code</b>	LG5006
<b>Course Title</b>	German Language Level 6
<b>Pre-requisites</b>	German Language Level 5 LG5005 or Placement Test
<b>No of AUs</b>	3
<b>Contact Hours</b>	48 (4 tutorial hours per week, conducted over 12 teaching weeks)

### Course Aims

This course is a broadening elective (BDE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LG5005. LG5006 will teach you the German language to the level of B1+ (CEFR), while including some Zertifikat B2 materials. Through a facilitation and learner-centric teaching approach you will further develop your German language ability at an intermediate level. You will train the four fundamental language skills; reading, writing, listening, and speaking. This course will enhance your understanding of the German language and culture through a variety of classroom discussions, peer-teaching, and presentations.

### Intended Learning Outcomes (ILO)

After completing LG5006 you will be able to:

1. Identify information provided in authentic German texts and audio files.
2. Apply German grammatical concepts to sentences appropriate for an intermediate level.
3. Write essays discussing and expressing your opinions.
4. Discuss and debate present-day topics, such as crime, history, politics, citizenship, luck, and the future.
5. Produce a presentation on a German cultural topic.
6. Explain and teach German grammatical concepts to your peers.

### Course Content

List of Topics Covered:

- Crime
- Court
- Genitiv (genitive case)
- History
- *Konjunktiv II*
- Political systems
- Citizenship
- Participles
- Cars
- Health
- Positivism or Pessimism
- Future on earth
- Job applications
- Luck and happiness

**Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Oral 1	5	Competence, Civic-mindedness (Global Citizenry, Creativity, Communication, Character)	30%	Individual or pair	Appendix 1: speaking - research and content/ learnt grammar/ fluency/ interactivity/ liveliness
2. Continuous Assessment 2 (CA2): Peer Teaching	3	Competence, Civic-mindedness (Global Citizenry) Creativity, Communication, Character	10%	Individual	Appendix 2: speaking - content/ fluency/ pedagogy/ grammar/liveliness /interactivity
3. Continuous Assessment 3 (CA3): CA Written	1, 2, 3, and 4	Competence, Civic-mindedness (Global Citizenry), Communication	30%	Individual	Appendix 3: writing, listening comprehension, reading comprehension
4. Continuous Assessment 4 (CA4): Oral 2	2, 3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	20%	Pair	Appendix 4: speaking: relevance/ fluency/ discussion strategies/ grammar and vocabulary
5. Continuous Assessment 5 (CA5): Participation	All	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	Appendix 5: speaking, reading, writing, listening
<b>Total</b>			100%		

**Formative feedback**

You will be provided with feedback on your orals, peer teaching and all written assessments. Feedback on the first Oral is in the form of marks and verbal feedback. The CA Written will be returned to you for viewing to provide you with valuable feedback on your learning progress before the Pair Oral and possible external Zertifikat B1 or B2 examinations.

**Learning and Teaching approach**

Approach	How does this approach support students in achieving the learning outcomes?
Student as Partners	Learner driven learning using post-class digital materials and teamwork. Most of the larger grammatical concepts are practiced in pair and/or teamwork during class time. In the classroom teacher-student and student-student communication in the target language is important to facilitate learning. Grammatical concepts are

	further enforced through post-class exercise online or in the textbook. The module encourages questioning, while relying on peer teaching by deflecting questions to peers (team members and/or class).
--	---

## Reading and References

Motive B1, Kursbuch, Hueber Verlag

## Course Policies and Student Responsibilities

### 1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

### 1. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments, including eAssessments.

In order to be eligible for a re-test you have to inform your tutor and the German language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

### 3. Online Assignments

You are required to attempt your online assignments during the scheduled time. The eWorksheets allow multiple attempts and the highest score will be considered. This is a part of your participation mark.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Course Instructors

Instructor	Office Location	Email
Patricia Lorenz	CML	plorenz@ntu.edu.sg

## Planned Weekly Schedule

Week	Topic	ILO	Readings / Activities
<b>Week 1</b>	<b>NO LESSONS</b>		
<b>Week 2</b>	<b>Motive B1 – Wiederholung</b> • LG9005 Wiederholung	1, 2, 3, 4	eWorksheet
Lesson A			
Lesson B	<b>Motive B1 – Wiederholung</b> • LG9005 Wiederholung	1, 2, 3	eWorksheet
<b>Week 3</b>	<b>Motive B1 – Lektion 26</b> • Wortfeld: Kriminalität • Vor Gericht (A1 a,b,c, A2) • Zweiteilige Konjunktionen: <i>nicht nur...sondern auch, zwar...auch</i> • Discussion: Straftaten (A3)	1, 2, 4, 6	eWorksheet
Lesson A			<b>eWorksheet LG9004 Revision – by Friday week 3 at 10pm</b>
Lesson B	<b>Motive B1 – Lektion 26</b> • Wortfeld: Gericht • Gerichtssaal (B1, B2) • <i>Perfekt mit Modalverben</i> • Exercise: eigener Bericht (B2 c)	1, 2, 4	eWorksheet
<b>Week 4</b>	<b>Motive B1 – Lektion 26</b> • Wortfeld: Medien • Tatort (C2, C3, C4) • <i>Wegen + Genitiv</i> • <i>Nomen mit –heit und keit</i>	1, 2, 4, 6	eWorksheet
Lesson A			
Lesson B	<b>German Culture</b> • Der Krimi + Discussion • Hörverständnis	1, 2, 4	eWorksheet
<b>Week 5</b>	<b>Motive B1 – Lektion 28</b> • Wortfeld: Geschichte • Die Mauer (A1 a,b,d, A2, A3) • <i>Konjunktiv II – Wünsche äußern und irrealen Bedingungen</i> • <i>Adjektivdeklination im Genitiv</i>	1, 2, 3	eWorksheet <b>eWorksheet 26 – to be completed by Wednesday week 5 at 10pm</b>
Lesson A			
Lesson B	<b>Motive B1 – Lektion 28</b> • DACH Geschichte (C1a,b,c, C2 a,b) • Discussion: die beste Regierungsform • <i>Partizipien als Attribute und Nominalisierung Partizipien</i>	1, 2, 4, 6	eWorksheet

<b>Week 6</b> Lesson A	<b>Motive B1 – Lektion 28</b> <ul style="list-style-type: none"><li>• Wortfeld: Politik</li><li>• Betriebsrat (B1)</li><li>• Ortspolitik (B2 a,b)</li><li>• Discussion: Rollenspiel (B2 d)</li></ul>	1, 2, 4	eWorksheet
Lesson B	<b>Zertifikat B2 – Vorbereitung</b> <ul style="list-style-type: none"><li>• Hören</li></ul>	1, 2, 3, 6	eWorksheet
<b>Week 7</b> Lesson A	<b>CA Presentation</b>	1, 2, 3	<b>eWorksheet 28</b> – to be completed Wednesday week 5 at 10pm <b>CA: Presentation</b>
Lesson B	<b>CA Presentation</b>	5	<b>CA: Presentation</b>
	<b>NO LESSONS – RECESS WEEK</b>		
<b>Week 8</b> Lesson A	<b>Motive B1 – Lektion 29</b> <ul style="list-style-type: none"><li>• Wortfeld: Auto</li><li>• Autos der Zukunft (C1, C2 a,b)</li><li>• <i>Zweiteilige Konjunktionen: je...desto/umso</i></li><li>• Discussion (C3)</li></ul>	1, 2, 4	eWorksheet <b>eWorksheet 22</b> – to be completed by 10pm, Monday of week 8
Lesson B	<b>Motive B1 – Lektion 29</b> <ul style="list-style-type: none"><li>• Wortfelder: Zukunft und Gesundheit</li><li>• Montagmorgen (B2)</li><li>• Im Krankenhaus (B3 a,b,c)</li><li>• <i>Vergleichssätze</i></li><li>• Discussion: Zukunft der Menschheit/Erde</li></ul>	1, 2, 3	eWorksheet
<b>Week 9</b> Lesson A	<b>Motive B1 – Lektion 29</b> <ul style="list-style-type: none"><li>• Zukunft (A1)</li><li>• Alles was die Zukunft bringen wird (A3 a,b)</li><li>• <i>Relativsatz mit Relativpronomen was/wo</i></li><li>• Eigene Erfahrungen (A2 e)</li></ul>	1, 2, 4	eWorksheet
Lesson B	<b>Zertifikat B2 – Vorbereitung</b> <ul style="list-style-type: none"><li>• Schreiben</li></ul>	1, 2	eWorksheet
<b>Week 10</b> Lesson A	<b>CA Written</b>	1, 2, 3	<b>CA: Written</b>
Lesson B	<b>Zertifikat B2 – Vorbereitung</b> <ul style="list-style-type: none"><li>• Sprechen</li><li>• Hören</li></ul>	1, 2, 4	<b>eWorksheet 29</b> – to be completed Wednesday week 10 at 10pm
<b>Week 11</b> Lesson A	<b>Motive B1 – Lektion 30</b> <ul style="list-style-type: none"><li>• Erfolg und Misserfolg (A1, A2)</li><li>• <i>Relativsatz mit Relativpronomen dessen/deren</i></li><li>• <i>Verben und Nomen mit Präpositionen</i></li><li>• Eigene Erfahrungen (A2 e)</li></ul>	1, 2, 4	eWorksheet

Lesson B	<b>Motive B1 – Lektion 30</b> <ul style="list-style-type: none"> <li>• Wortfeld: Bewerbung</li> <li>• Bewerbungen (B1, B2)</li> <li>• <i>Trotz + Genitiv</i></li> <li>• Rollplay: Bewerbungsgespräche (B3)</li> </ul>	1, 2, 4	eWorksheet
Week 12 Lesson A	<b>Motive B1 – Lektion 30</b> <ul style="list-style-type: none"> <li>• Wortfeld: Glück</li> <li>• Märchen: Hans im Glück (C2 a, C3)</li> <li>• Discussion: Das macht mich glücklich (C1)</li> </ul>	1, 2, 3	eWorksheet
Lesson B	<b>Zertifikat B2 – Vorbereitung</b> <ul style="list-style-type: none"> <li>• Sprechen</li> </ul>	1, 2, 3, 6	eWorksheet
Week 13 Lesson A	CA Oral	4	eWorksheet 30 – to be completed Wednesday week 13 at 10pm CA: Discussion
Lesson B	CA Oral	4	CA: Discussion

Note: Lesson A and B refer to the content taught in the two sessions in the respective week; A is the session before the break and B is the session after the break. Depending on timetabling these sessions can also be taught on different days.

## Appendix 1: Assessment Criteria for Oral 1

### A. Research and Content (possibly pair\*) \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### B. Communication \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### C. Liveliness and Interactivity \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### D. Grammatical Correctness \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### F. Design \_\_\_\_\_ / 10 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

### F. Time Management \_\_\_\_\_ / 10 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**Total:** \_\_\_\_\_ / 100 points

\* If two students present together, category A is a pair-mark. In principle, you will receive the same marks as your partner. However, your individual score may vary based on your cohesiveness as a pair, and/or personal contributions to the project.

## Appendix 2: Assessment Criteria for Peer Teaching

### A. Content and Grammatical Correctness \_\_\_\_\_ / 20 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### B. Didactic and Achievement of Learning Objectives \_\_\_\_\_ / 20 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

### C. Learning Activities and Liveliness \_\_\_\_\_ / 30 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

### D. Fluency \_\_\_\_\_ / 10 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

### E. Whiteboard Use and Visual Displays \_\_\_\_\_ / 10 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

### F. Time Management \_\_\_\_\_ / 10 Points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**Total Points:** \_\_\_\_\_ / 100 Points



### Appendix 3: Assessment Criteria for Essay in CA Written

#### Content (3 points)

<b>3 points:</b>	<ul style="list-style-type: none"> <li>• Critical and logical argumentation.</li> <li>• Content goes beyond of what is requested.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>• Logical argumentation.</li> <li>• Only some parts of the content are covered in detail.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>• Somewhat logical argumentation.</li> <li>• None or few parts of the content are covered in detail.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>• Content is irrelevant.</li> </ul>

#### Grammar (12 points)

<b>12 – 11 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used successfully.</li> </ul>
<b>10 – 9 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used and mostly used successfully.</li> <li>• Few grammatical errors.</li> <li>• No systematic errors.</li> </ul>
<b>8 – 7 points:</b>	<ul style="list-style-type: none"> <li>• Most grammatical content covered in class has been used and mostly used successfully.</li> <li>• Systematic errors only in one or two structures.</li> </ul>
<b>6 – 5 points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Many grammatical errors.</li> <li>• Several systematic errors, even in basic structures.</li> <li>• Maximum 5 points if no <i>Konjunktiv II</i> was used.</li> </ul>
<b>4 – 3 points:</b>	<ul style="list-style-type: none"> <li>• Grammatical content covered in class has been used, but many structures were avoided.</li> <li>• Frequent grammatical errors.</li> <li>• Many systematic errors, even though direct translation from English.</li> </ul>
<b>2 – 0 points:</b>	<ul style="list-style-type: none"> <li>• Shows no grammatical competence.</li> <li>• Largely copied from the reading comprehension.</li> </ul>

#### Style and Structure (10 points)

<b>10 - 9 points:</b>	<ul style="list-style-type: none"> <li>• Diverse and with variation of expression.</li> <li>• Logical structure.</li> <li>• Creative use of learnt vocabulary and conjunctions.</li> </ul>
<b>8 – 7 points:</b>	<ul style="list-style-type: none"> <li>• Variation of expression was attempted.</li> <li>• Mostly logical structure.</li> <li>• Personal opinion is mostly clearly expressed</li> <li>• Good use of learnt vocabulary, relative clauses, and sentences with <i>zu</i>.</li> </ul>
<b>6 – 5 points:</b>	<ul style="list-style-type: none"> <li>• Little variation of expression.</li> <li>• Somewhat logical structure.</li> <li>• Mostly comprehensible.</li> <li>• Personal opinion is not always clearly expressed.</li> <li>• Maximum 5 points if required word count was not met or not indicated.</li> </ul>
<b>4 – 3 points:</b>	<ul style="list-style-type: none"> <li>• Very repetitive.</li> <li>• No logical structure.</li> <li>• Difficult to comprehend.</li> <li>• Problems with learnt vocabulary.</li> <li>• Learnt relative clauses and sentences with <i>zu</i> are not successfully used.</li> </ul>
<b>2 – 0 points:</b>	<ul style="list-style-type: none"> <li>• Major difficulties to comprehend the text.</li> </ul>

#### Appendix 4: Assessment Criteria for Oral 2 (Pair\*)

##### A. Argumentation \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

##### B. Learnt Grammar \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

##### C. Learnt Vocabulary \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

##### D. Fluency \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17	16-15	14	13	12	11	10	9	8	7-0

**Total:** \_\_\_\_\_ / 100 points

\* this oral will be conducted in pairs, but you will be grade individually for your performance.

## **Appendix 5: Assessment Criteria for Participation**

The marks (100) are calculated based on two components:

1. eWorksheets
2. Classroom participation

### **1. eWorksheets (50 points):**

Students need to complete all eWorksheets.

- Full marks if all eWorksheets were attempted and submitted with 80% or higher.
- 10 marks deduction for each eWorksheet that was not attempted or submitted with 0-10 points.
- 5 marks deduction for each eWorksheet attempted and submitted below 80%.

### **2. Classroom participation (50 points)**

Students ought to participate actively in all classroom activities:

Active participation:

- 50 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 30 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in group discussions, and is not prepared.