



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LG9002. LG9003 will teach you the fundamentals of the German language to the level of A2 (CEFR). Through a learner-centric teaching approach you will advance your German language ability in 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 and online experiences and exercises. At the same time LG9003 prepares you for the Zertifikat A2, the A2 examination according to the Common European Framework of Reference for Languages (CEFR), which you can choose to take after completing the module.

Intended Learning Outcomes (ILO)

After completing LG9003 you will be able to:

1. Identify information provided in authentic German texts and audio files.
2. Discuss questions about yourself, locations, directions, activities, festivals, customer service, preferences, schedules, clothing and shopping.
3. Apply German grammatical concepts to moderately complex German phrases.
4. Write short essays, invitations, and emails using learned grammar and vocabulary.
5. Create and act role-plays in German.

Course Content

List of Topics Covered:

- Travel
- Schedules and announcements
- Prepositions of location with *Dativ* and *Akkusativ* case
- Questions with question words *wo* and *wohin*
- Shopping
- Prepositions of time in *Dativ* and *Akkusativ* case
- Customer service
- Telephone manners
- Ditransitive verbs
- *Konjunktiv II*
- Clothes
- Demonstrative pronoun
- Comparative and superlative
- Festivals and celebration
- Reflexive verbs
- Future tense with *werden*

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%	team	Appendix 2: speaking - research and creativity/ learnt grammar/ fluency/ liveliness
2. Continuous Assessment 2 (CA2): eQuiz	3	Competence, Civic-mindedness (Global Citizenry), Character	10%	Individual/ online	writing
3. Continuous Assessment 3 (CA3): Written Assessment	1, 2, 3 and 4	Competence, Civic-mindedness (Global Citizenry), Communication	30%	individual	Appendix 1: Essay writing (25 marks), listening comprehension and reading comprehension (25 marks)
4. Continuous Assessment 4 (CA4): Oral 2	2, 3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	20%	pair	Appendix 3: 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 4: speaking, reading, writing, listening
Total			100%		

Formative feedback

You will be provided with feedback on your orals and all written assessments. Feedback on Oral 1 is in the form of marks and verbal feedback. The eQuiz will provide you with a score and information on correct and incorrect answers immediately after submission. The digital feedback is useful in the preparation for the Written Assessment, which is conducted in the week after. The Written Assessment will be returned to you for viewing to provide you with valuable feedback on your learning progress before Oral 2. All feedback is useful in the preparation for the possible external Zertifikat A2 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

Schritte International Neu 2, Kursbuch und Arbeitsbuch, 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.

The eQuiz allows only one attempt and has to be attempted completely alone. It allows the usage of your textbook, grammar notes and personal notes, but does absolutely forbid any assistance beyond this. Any assistance or collaboration will be considered a form of academic dishonesty and will be treated as such.

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.

Planned Weekly Schedule

Week	Topics	Course ILO	Readings/Activities
Week 1	NO LESSONS		
Week 2 Lesson 1	Revision LG9002: • Revision exercises	2,3,4	
Lesson 2	Lektion 11 • Listening Comprehension and descriptive writing of picture story in <i>Perfekt</i> and <i>Präteritum</i> (p130+131) • Word field: <i>Richtungsangaben</i>	1,2,3,4	• LWS
Week 3 Lesson 3	Lektion 11 • Identifying location: prepositions (<i>Präpositionen</i>) with the dative case (p132+134)	1,2,3	• AB: A, C • eWorksheet
Lesson 4	Lektion 11 • <i>Modale Präposition mit + dative case</i> • Identifying location and destination: use of prepositions (<i>Präpositionen</i>) <i>zum, zur, beim, nach/in</i> , with <i>sein (Wo?)</i> and <i>gehen (Wohin?)</i> (p133+135)	1,2,3	• AB: B, D • eWorksheet eWorksheet LG9002 Revision – by Wednesday week 3 at 10am
Week 4 Lesson 5	Lektion 11 • Asking for directions with <i>wo?</i> (p136) • Listening comprehension: understanding travel schedules and announcements (p137) • <i>Zwischendurch mal: Mein Tag</i> (p140)	1,2,3	• AB: D, E • eWorksheet
Lesson 6	WIEDERHOLUNGSSTUNDE • A2 Preparation	1,2,3,4	eWorksheet 11 – to be completed by Wednesday week 4 at 10am
Week 5 Lesson 7	Lektion 12 • Descriptive writing of picture story in <i>Perfekt</i> and <i>Präteritum</i> (p142+143) • Word field: <i>Einkaufen</i>	1,2,3,4	• LWS
Lesson 8	Lektion 12 • Temporal prepositions: <i>vor, nach</i> und <i>bei</i> with dative case (p144) • writing training (p144) • Temporal prepositions: with <i>bis, ab</i> , und <i>in</i> with dative case (p145) • Rollenspiel: <i>Kundenservice</i> (p145)	1,2,3	• AB: A, B • eWorksheet
Week 6 Lesson 9	Lektion 12 • <i>Konjunktiv II: können</i> and <i>werden</i> – polite expressions (p146) • <i>Konjunktiv II</i> versus <i>Imperativ</i> (p146) • Separable verbs and <i>Konjunktiv II</i> • Partner exercise: requests and orders • Telephone manners (p147) • Listening comprehension (p149)	1,2,3	• AB: C, D, E • eWorksheet

Lesson 10	Lektion 12 <ul style="list-style-type: none"> Ditransitive Verben (GN) Reading comprehension (p148) <i>Zwischendurch mal: Geschäftsideen</i> Landeskunde: König Ludwig II Reise durch Deutschland, Österreich und die Schweiz 	1,2,3	<ul style="list-style-type: none"> AB: E eWorksheet GN
Week 7 Lesson 11	WIEDERHOLUNGSSTUNDE <ul style="list-style-type: none"> A2 Preparation 	1,2,3,4	eWorksheet 12 – to be completed by Monday week 7 at 10am
Lesson 12	Group Oral	2,3,5	CA1: Oral 1
	NO LESSONS – RECESS WEEK		
Week 8 Lesson 13	Lektion 13 <ul style="list-style-type: none"> Descriptive writing of picture story: use <i>Konjunktiv II</i> and <i>finden/gefallen</i> (p154+155) Word field: <i>Kleidung</i> 	1,2,3,4	<ul style="list-style-type: none"> LWS
Lesson 14	Lektion 13 <ul style="list-style-type: none"> Kleidung (p156) Definite articles as <i>Demonstrativpronomen: der, die, das, den</i> (p156) <i>Demonstrativpronomen dieser</i> and question word <i>welche</i> in accusative (p160) 	1,2,3	<ul style="list-style-type: none"> AB: A, D eWorksheet
Week 9 Lesson 15	Lektion 13 <ul style="list-style-type: none"> Dative object with <i>gefallen, passen, stehen</i> (p157) Mindmap: <i>Deutschland</i> (p158) Adjectives: comparative and superlative (p159) 	1,2,3	<ul style="list-style-type: none"> AB: B, C eWorksheet
Lesson 16	Lektion 13 <ul style="list-style-type: none"> Listening comprehension (p161) Role play: customer and shop assistant (p161) <i>Zwischendurch mal: Männer mögen Mode</i> <i>Elfchengedichte</i> 	1,2,3,4	<ul style="list-style-type: none"> AB: E eWorksheet 13 – to be completed by Thursday week 9 at 10pm CA2: eQuiz Friday week 9 from 8am to 9am
Week 10 Lesson 17	CA Classroom Written Assessment	1,3,4	CA3: Written Assessment
Lesson 18	WIEDERHOLUNGSSTUNDE <ul style="list-style-type: none"> A2 Preparation 	1,2,3,4	
Week 11 Lesson 19	Lektion 14 <ul style="list-style-type: none"> Bildergeschichte (p166+167) Word field: <i>Feste</i> and <i>Feiern</i> A2 Preparation: <i>Email schreiben (Einladung und Antwort)</i> 	1,2,3,4	<ul style="list-style-type: none"> LWS

Lesson 20	Lektion 14 <ul style="list-style-type: none"> Ordinal numbers (p168) <i>Personalpronomen: Akkusativ und Dativ</i> (p169) Reflexive verbs und reflexive pronouns (GN) 	1,2,3	<ul style="list-style-type: none"> AB: A, B eWorksheet GN
Week 12 Lesson 21	Lektion 14 <ul style="list-style-type: none"> Writing: <i>Einladungen</i> (p171) A2 Preparation: <i>SMS schreiben, Fragen (Karten, inner-outer circle und Partnerwechsel)</i> 	1,2,3,4	<ul style="list-style-type: none"> AB: C, D, E eWorksheet
Lesson 22	Lektion 14 <ul style="list-style-type: none"> Revision: <i>Konjunktion</i> and <i>Subjunktion</i> (p72) Future tense with <i>werden</i> (p171) Reading comprehension: <i>Feste</i> (p171-173) 	1,2,3	eWorksheet 14 – to be completed by Friday week 12 at 10pm
Week 13 Lesson 23	Pair Oral	2,3	CA4: Oral 2
Lesson 24	WIEDERHOLUNGSSTUNDE <ul style="list-style-type: none"> A2 Preparation 	1,2,3,4	<ul style="list-style-type: none"> Goethe Zertifikat A2 Preparation

Appendix 1: Assessment Criteria for Essay in CA3 Written Assessment

Content (3 points)

3 points:	<ul style="list-style-type: none">• All requested content is covered in detail.• Content goes beyond of what is requested.
2 points:	<ul style="list-style-type: none">• Most requested content is covered.• Only some parts of the content are covered in detail.
1 point:	<ul style="list-style-type: none">• Most requested content is covered.• None or few parts of the content are covered in detail.
0 points:	<ul style="list-style-type: none">• Content is irrelevant.

Grammar (12 points)

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

Style and Structure (10 points)

10 - 9 points:	<ul style="list-style-type: none">• Diverse and with variation of expression.• Logical structure.• Creative use of learnt vocabulary and learnt conjunctions and subjunctions.
8 – 7 points:	<ul style="list-style-type: none">• Variation of expression was attempted.• Mostly logical structure.• Good use of learnt vocabulary and most learnt con- and subjunctions.
6 – 5 points:	<ul style="list-style-type: none">• Little variation of expression.• Somewhat logical structure.• Mostly comprehensible.• Some problems with learnt vocabulary.• Some of the learnt con- and subjunctions are used, but often wrongly.• Maximum 5 points if required word count was not met or not indicated.
4 – 3 points:	<ul style="list-style-type: none">• Very repetitive.• No logical structure.• Difficult to comprehend.• Problems with learnt vocabulary.• Learnt con- and subjunctions are not successfully used.
2 – 0 points:	<ul style="list-style-type: none">• Major difficulties to comprehend the text.

Appendix 2: Assessment Criteria for CA1 Oral 1 (Group)

A. Research and Creativity (Group) _____ / 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. Fluency _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

D. Liveliness _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

Total: _____ / 100 points

Appendix 3: Assessment Criteria for CA4 Oral 2 (Pair)

A. Relevance of Questions and Answers _____ / 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. Fluency and Understanding _____ / 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. Discussion Strategies _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

D. Learnt Grammar and Vocabulary _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

Total: _____ / 100 points

Appendix 4: Assessment Criteria for CA5 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.