

Syllabus  
**LAN1051 German B2**  
Sabine Schnabel  
Winter Semester 2024/25

<b>Level</b>	All Bachelor and Master	
<b>Credits</b>	varies according to the study program	
<b>Student Contact Hours</b>	6 (45 minutes each)	
<b>Workload</b>	150 (60 hours in class and 90 hours homework / individual studying / preparation)	
<b>Prerequisites</b>	having completed German B1	
<b>Time</b>	Monday 9:45 to 11:15 am and Friday 8:00 to 11:15 am	
<b>Room</b>	Monday W1.3.03, Friday W4.1.06	
<b>Start Date</b>	September 30, 2024	
<b>Lecturer</b>	<b>Name</b>	Sabine Schnabel
	<b>Office</b>	W2.3.27
	<b>Virtual Office</b>	upon appointment
	<b>Office Hours</b>	upon appointment
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## Outline of the Course

The course follows the guideline of the Common European Framework of Reference for Languages (CEFR) as described by the Council of Europe. It comprehends the following 3 criteria:

- Understanding (listening and reading)
- Speaking (spoken interaction and spoken production)
- Writing

In the end of the course German B2 (independent user) the student :

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Shows a relatively high degree of grammatical control, and not to make mistakes which lead to misunderstanding.
- Has a good range of vocabulary for matters connected to most general topics, to vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution, and to produce appropriate collocations of many words/signs in most contexts fairly systematically.
- Communicates spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.

## Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

Program Intended Learning Outcomes		Course Intended Learning Outcomes	Assessment Methods	
After completion of the program the students will be able...		After completion of the course the students will be able...	Written Exam	Oral Exam
			75%	25%
			Collective	Individual
<b>1 Expert Knowledge</b>				
<b>2 Digital Skills</b>				
2.3	...to effectively use digital technologies to interact, to collaborate and to communicate.	...to know more about online tools for learning and using the German language (such as digital dictionaries, specific websites etc.).	x	x
<b>3 Critical Thinking and Analytical Competence</b>				
<b>4 Ethical Awareness</b>				
<b>5 Communication and Collaboration Skills</b>				
5.1	...to express complex issues effectively in writing.	...to understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life, and to follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.	x	x
5.2	...to demonstrate their oral communication skills in presentations.	...to use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas, and to communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.	x	x
5.3	...to work successfully in a team by performing practical tasks.	...to produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.	x	x
<b>6 Internationalization</b>				
6.1	...to understand and explain business challenges in an international context.	...to identify and reflect on similarities and differences in culturally determined behavioral patterns and discuss their significance in order to negotiate mutual understanding, to generally interpret cultural cues appropriately, and to reflect on and explain particular ways of communicating in their own and the German culture, and the risks of misunderstanding they generate.	x	x
6.2	...to articulate themselves in a professional manner in international business.	...to explain their interpretation of the cultural assumptions, preconceptions, stereotypes and prejudices of their own community and of the German communities.	x	x
6.3	...to successfully demonstrate awareness of cross-cultural differences.	...to describe and evaluate the viewpoints and practices of their own and the German social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.	x	x

## **Teaching and Learning Approach**

The teaching in our German classes is based on the three principal approaches: The structural view that treats language as a system of structurally related elements to code meaning (from the grammar point of view), the functional view that defines language as a vehicle to express or accomplish a certain function, for example requesting something and acting in a certain context, and last but not least the interactive view that sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found mainly in conversations.

When talking about language skills, the four basic ones we train in our courses, are: listening, speaking, reading and writing. The training of other, more socially based skills such as summarizing, describing, narrating etc. help the students to act and react in the real world (whereas in the academic and the professional world, and also in daily life). In addition, more general learning skills such as study skills and knowing how one learns are taught to our language classes.

In classroom the language of learning and teaching is as often as possible German as the target language. In courses of lower levels (German A1 and A2) the English language may serve as language of asking questions and giving explanations, especially for grammar topics.

We apply the student-centered approach to learning where the teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like task-based learning, group work, doing research on specific topics, and class participation as well as the teacher-centered approach to learning of directive teaching where the students receive knowledge from their teacher through lectures and direct instruction, with an end goal to understand and reflect the function of certain structures of the German language.

## **Literature and Course Materials**

tbd

## **Assessment**

final exam, 90 minutes, oral exam approx. 15 minutes

[Link to the Code of Conduct for online Teaching](#)